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ABSTRACT

The guide discusses practical issues related to the instruction of children with behavior disorders. An initial section examines the variety of definitions for the population. Section 2, on behavior management, reviews general strategies as well as the specific approach of behavior modification. Information is presented on possible reinforcers and token reinforcement. Three selected instructional strategies--F. Hewitt's engineered classroom, W. Morse's crisis intervention, and behavior therapy are described in the next section. Section 4 features individualized education program development with attention to writing longterm goals and short term objectives as well as developing specific goals and objectives for behaviorally disordered students. Student discipline is the focus of section 5 which addresses suspension/expulsion and student rights. The guide concludes with a listing of materials, possible topics and classroom activities, and specific goals and objectives in the prevocational skills area (basic literacy skills in reading, writing, math, consumer economics, and career awareness). (CL)

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A Curriculum Guide for Students
Labeled Behaviorally Disordered

Written by

Marjorie E. Peary, Ph.D.

for the

LaSalle County Educational Alliance
for Special Education

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BEHAVIORALLY DISORDERED CURRICULUM GUIDE: Outline/Table of Contents

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Definition of Behaviorally Disordered

The central difficulty in defining what is meant by the term "behavior disorders" is the lack of strong consensus among experts in the field. Reeve and Kauffman state that "There is no generally accepted definition of the behaviorally disordered or emotionally disturbed child."[1] They feel that children are classified into this category because someone labels the child in that manner rather than on the basis of observable, generally agreed upon traits or behaviors. Reeve and Kauffman also state that the key is disruptive behavior patterns based upon long-standing problems, behavior which is inappropriate for the time and place, and existence of numerous problem behaviors.[2] Newcomer cites various definitions and states that each represents a particular theoretical bias. She does feel that all definitions of behaviorally disordered/emotionally disturbed share the common thread of "...disturbance inferred from behavior."[3] Kauffman defines behavior disorders as "...those who chronically and markedly respond to their environment in socially unacceptable and/or personally unsatisfying ways..."[4] Morse defines behavioral disorders as "...one who is persistently unable to cope with a reasonable school environment even though expectations are geared to his age and potential."[5] Kirk defines a behavior disorder as a "deviation from age-appropriate behavior which significantly interferes with (1) the child's own growth and development and/or (2) the lives of others."[6]

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[1] Ronald Reeve and James Kauffman, as cited in Behavior of Exceptional Children, ed. Norris G. Haring (Columbus: Charles E. Merrill Pub.,1978), p.125.

[2] Ibid., p. 127-8.

[3] Phyllis L. Newcomer, Understanding and Teaching Emotionally Disturbed Children (Boston: Allyn and Bacon, 1980), p. 6.

[4] Reeve and Kauffman, in Behavior of Exceptional Children, p. 128-9.

[5] W. C. Morse, as cited in Special Education for the '80s, by Bill R. Gearheart (St. Louis: C. V. Mosby Co., 1980), p. 292.

As with any category of exceptionality, there exists a range of handicap severity. The extreme range includes "...profound, chronic disorders known as childhood psychosis, childhood schizophrenia, or autism."[7] These students are generally served in clinics, special schools, residential and day care facilities. State agencies such as the Department of Mental Health have a mandate to serve students with these profound emotional/behavioral disorders, although they use their own criteria in determining eligibility for services. Often, according to Mental Health standards, children who exhibit what schools consider to be severe disorders are considered to be "conduct disorders" or having "...an undersocialized or aggressive reaction to childhood." However, regardless of controversies over terminology, it is notable that children diagnosed as schizophrenic or autistic are specifically included under P.L. 94-142. Thus, children exhibiting these severe types of behavioral disorder are entitled to educational programming and services delineated by federal legislation. However, from a practical viewpoint, children with severe emotional and behavioral disturbances who are considered to be "...losing touch with reality..."[8] are not included in the self-contained and resource public school special education classes which are the focus of this discussion. Also, autistic children were recently (1981) removed from the "emotionally disturbed" category of P.L. 94-142, and reclassified as "Other Health Impaired."

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[6] S. A. Kirk, Educating Exceptional Children (Boston: Houghton Mifflin, 1972), p. 389.

[7] Reeve and Kauffman, in Behavior of Exceptional Children, p. 129.

[8] Ibid., p. 130.

Since the passage of P.L. 94-142, states have been required to provide special education programs and services in accordance with federal dictates. For this reason, federal and state definitions of handicap conditions closely parallel one another, with the exception of the categories of Behavioral Disorder and Educational Handicap. Both the federal and state definitions of Behavioral Disorders will be presented. It is hoped that these definitions will promote better understanding of the guidelines and requirements utilized in the placement of behaviorally disordered students.

Within P.L. 94-142, the terminology of Behaviorally Disordered is not used. Instead, reference is made to the classification of "seriously emotionally disturbed" which is defined as follows:

> (i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:
> (A) An inability to learn which cannot be explained by intellectual, sensory, or health factors;
> (B) An inability to build or maintain satisfactory interpersonal relationships with peers or teachers;
> (C) Inappropriate types of behavior or feelings under normal circumstances;
> (D) A general pervasive mood of unhappiness or depression; or
> (E) A tendency to develop physical symptoms or fears associated with personal or school problems.
> (ii) The term includes children who are schizophrenic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.[9]

Illinois subdivides this federal category of "seriously emotionally disturbed" into two categories: educationally handicapped and behaviorally disordered.

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[9] Federal Register, Vol. 42, No. 163, 121a.5, Handicapped Children Section 8.

For federal child count reporting purposes, students in the above two categories are classified according to the federal category. However, Illinois treats these categories as separate entities for service provision purposes.

In referring to "Behaviorally Disordered" students, Illinois statute uses the term Maladjusted Children and the following definition:

> ...children between the ages of 3 and 21 years who because of social or emotional problems are unable to make constructive use of their school experience and require the provisions of special services designed to promote their educational growth and development.[10]

Special education programs in Illinois are impelemented through the Rules and Regulations which use this definition.

> The child exhibits an affective disorder and/or adaptive behavior which significantly interferes with his or her learning and/or social functioning.[11]

Thus, the federal definition relating to behavior disorders specifies a variety of affective characteristics and includes children with serious or profound emotional disabilities. It is a more rigorous definition than is used in Illinois and suggests emotional disabilities that may require more intensive intervention than is generally offered in public school special education classes. The overall intent of both these federal and state statutes is to provide a vehicle for serving exceptional students with behavior problems.

The category of behavior disorders encompasses a wide range of handicapping behavior. Problems range from the mild behaviors exhibited by up to 30% of all children sometime during their development, to the profound, chronic disorders known as childhood psychosis or schizophrenia. Quay identifies four patterns found among those categorized as behaviorally disordered. These include: 1) conduct disorder (aggression); 2) personality disorder (withdrawal); 3) immaturity; and 4) socialized delinquency. A brief discussion of these subcategories is provided to acquaint teachers with the multiplicity of behaviors categorized by the label "behaviorally disordered."

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[10] The School Code of Illinois, Ch. 122, Article 14-1.03.

[11] "Rules and Regulations to Govern the Administration and Operation of Special Education," Article 9.16.

Conduct disorder is a pattern of aggressive behavior, both verbal and physical. Defiance and hostility toward authority figures are characteristics, as well as repeated conflict with siblings, parents, classmates, teachers and the community. There is an inability to form and maintain satisfactory interpersonal relationships both with peers and adults. Behavior and/or feelings are inappropriate to the time and place. Specifically, characteristics of this category are combinations of disobedience, disruptiveness, destructiveness, fighting, profanity, defiance, impulsiveness, irritability, lawlessness, and distrust of others.

Juvenile delinquency may be considered to reflect a special kind of emotional disturbance. Kirk states that in an average year, 3% of the youth in America are referred to a juvenile court. Morse, Cutler and Fink found that boys are referred to juvenile authorities more often than girls. Additionally, reported delinquency appears to be socio-economically related. Drug and substance abuse may also be factors. The key characteristic appears to be chronic violation of broad cultural mores and social values.

While conduct disorder focuses mainly upon aggressive behavior, personality disorder is characterized by withdrawal behavior. A general pervasive mood of unhappiness/depression is displayed. Often physical symptoms or fears are observed.

Timidity, shynesses, sensitivity, submissiveness, or extreme withdrawal may be characteristics. Additionally, evidence of specific forms of disturbance such as psychosis, neurosis, or schizophrenia are included in this category.

Immaturity is Quay's third cluster and represents less distinct behaviors. Poor coping skills, short attention span, clumsiness, and a preference for younger-aged friends may be observed. Additionally, it is within this category that we find concern relating to an inability to make satisfactory academic achievement or progress because of factors unrelated to mental retardation or Specific Learning Disability. Immature behavior may be coupled with daydreaming, lack of interest, and poor motivation for school tasks. A short behavior span may result in excessive attention-seeking, boisterous classroom behavior.

Socialized delinquency is a category developed by Quay which is deserving of special attention. Behavior categorized in this manner may be unacceptable to the school and society as a whole, but not maladaptive when it is compared to the social environment from which it arises. One could be considered a "good citizen" of a gang subculture, but at sharp variance with overall societal social and personal norms. In Illinois, some of the behavior included in this category is included in the Educationally Handicapped special education classification.

In summary, the category of Behavior Disorders encompasses a wide range of behaviors. Chronicity and severity of the displayed behavior are the key indicators signaling the need for intervention. Behaviorists, those who believe that behavior is learned, feel that inappropriate behavior can be replaced by appropriate behavior. Reinforcement of positive, appropriate behavior can eradicate or lessen the impact of inappropriate or maladaptive behavior. Other than the home, school is the second most powerful socializing influence on a child. The potential for productive behavioral change is within our grasp.

Operationally, the definitions given by Reeve and Kauffman as well as Hewett, reflect the philosophy and practical criteria used by L.E.A.S.E. in determining eligibility for behaviorally disordered services. Hewett describes children with emtotional/behavioral disorders as being maladapted or having a socialization failure.[12] As stated before, Reeve and Kauffman's definition focuses upon long-standing as well as numerous problems. This type of definition leads one to the conclusion that students classified in this manner need intensive and extended special education programs in order to be better able to adapt to and function within the norms and standards established by the community or school district where the child resides. The goal of this type of education is teaching appropriate behavior and the ability to adapt to the demands of society. This is true of Educationally Handicapped students as well as Behaviorally Disordered students, who are the focus of our present discussion.

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[12] Frank M. Hewett, The Emotionally Disturbed Child in the Classroom (Boston: Allyn and Bacon, 1968), p. 3.

Behavioral Management Strategies

One of the most important tasks facing either special education or regular division classroom teachers is establishing a classroom climate conducive to effective and efficient learning. Specifically, this requires the establishment of conduct (behavioral) expectations which will ensure that both individual and group "rights" are protected and maintained. Students who exhibit behaviors which deviate from established classroom expectations need to learn appropriate behaviors while eliminating undesirable behaviors.

Teachers often fail in their attempts to curtail disruptive or nonproductive behavior for two reasons. The first is inconsistency: 1) inconsistency in perception of what constitutes inappropriate behavior; and 2) inconsistency in reaction to undesirable behavior. The second reason for failure is lack of documentation or data gathering.

According to Prescott, there are three significant aspects of the handling of misbehavior. First, a person who really values a child never lets him "get away" with misbehavior. Persons who let children get away with misbehavior do so in order to save themselves bother or for some other personal reason. They do not do it for the child's sake. Children somehow know this. They exploit their privilege of misbehaving, but they do not derive security from it. They do not feel valued by the people who spoil them; quite the opposite, they feel that the person who won't take the trouble to correct them doesn't love them, although they are not able to put their feelings into words.

The second aspect of managing misbehavior is that a person who values a child is genuinely disappointed when the child misbehaves, but he does not reject the child emotionally, nor does he blame the child. He knows that the behavior was caused, and he may be able to sense some of the causes; consequently he does not reject the child as bad or unworthy. He is very sorry, however, that the combination of things evoked the misbehavior and disappointed that the child is not yet grown up enough and has not yet developed conscience, organized values, and perception enough to feel the undesirability of the behavior and avoid it. A person who values a child and understands that behavior is caused cannot reject or blame him, but is never-the-less compelled by his own valuing of the child to try to make the misbehavior an occasion for learning. Consequently, he deals positively with the situation.

The third aspect of managing misbehavior is in the timing of the disciplinary action and the demands made upon the individual who has misbehaved. A teacher must not be perpetually on the lookout for trouble. Judicious ignoring often gives a child the chance to think twice and not to persist in an undesirable pattern of behavior.

Children feel that they are picked on when their teachers are too meticulous in spotting little items of misconduct. At the same time, moving too rapidly to correct misconduct does not give children the necessary time to think twice, to cool off, and to see their behavior in perspective. The actual making of demands upon the child is often better deferred until a later time. But on no account does this mean that the demands are not to be made. Children have to learn to measure up to the requirements of sound moral and social codes.[1]

Prior to discussion of behavior modification techniques, a review of essential characteristics of a well-planned classroom is in order. If the teacher knows the activities and goals for the day, students are likely to move smoothly from one activity to another. Use of the following guidelines will enhance the atmosphere and behavior in the classroom:

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[1] Prescott, Daniel A., "The Child in the Educative Process," McGraw-Hill Book Co., Inc., Pages 74-76.

1. Alternate activities that students prefer most with those they like least;
2. Start and end the day with one of the more preferred activities;
3. Alternate different types of activity;
4. Plan all activities and have a place for everything in your schedule;
5. The schedule should be a busy one that provides for a lot to be done and a lot of changes;
6. Write and post your schedule.

Teacher behavior influences pupil behavior. These influences (reinforcers) include grades and check marks, facial expressions, praise and criticism, and ignoring or rewarding. By choosing the consequences, a teacher can increase the occurrence of desired behaviors and decrease non-desirable behaviors.

Positive reinforcers are intended to encourage productive behavior. Be attentive to the observable behavior of the student. What is a positive reinforcer to one student may have the opposite results with another student. If the reinforcer increases the strength of the desired behavior, it is functioning as a positive reinforcer.

Negative reinforcement and punishing consequences may be used to deal with unproductive behavior. Reduction in inappropriate behavior may occur, but may not be accompanied by productive results. Often a student's desire for the attention generated by a scolding is greater than his/her dread of punishment. What the teacher expects to be a punishment may prove to be a positive reinforcer for the pupil. Additionally, if a student is able to reduce or eliminate punishment by his/her behavior (crying, feigned illness), then that behavior is strengthened because it functions as an escape mechanism for avoiding punishment.

The timing of reinforcement is crucial to effecting desirable student behavior. The more promptly reinforcement follows an act, the more effective it will be. The principle of shaping states that all behavior is comprised of smaller behaviors. Student behavior that approximates the desired outcome should be reinforced so that the student will continue to develop toward his/her behavioral goal. Satiation may result when the same reinforcer is used continually. Reinforcers should be changed before their effectiveness is lost. The rule of extinction states that non-reinforcement of a given behavior tends to lead to its extinction.

Once a behavior is established, it is more effective to give the reinforcer on an intermittent basis. The time to shift to partial reinforcement is before the reinforcer has lost its power. Disappointment and boredom are diminished if students are unsure of the timing utilized by the teacher. Also, appropriate responses tend to be sustained if they are being reinforced from time to time. If positive reinforcement is totally withdrawn, behavioral decay begins.

Accentuating positive behavior will lead to a positive, inviting classroom atmosphere where the main focus is upon learning. Some suggestions for increasing productive behavior are:

1. Point out productive behavior for the class;
2. Catch the children being productive;
3. Start with small behavioral expectations;
4. Vary your comments;
5. Devise individualized effective reinforcers.

Often inappropriate behavior is a means of ensuring teacher attention. Behavior which is not a serious threat can often be ignored. Isolation or any other means of stopping threatening behavior should be used if the situation is serious enough to warrant that procedure.

Behavior Modification

This approach is based upon behavioral therapy which is derived from conditioning and learning theory. The basic premise of this approach is to change behavior through the use of rewards for appropriate behavior and penalties for inappropriate behavior.

The first step in devising a behavioral management program is identifying specific inappropriate behaviors. Behavioral rating scales are often utilized as an aid in selecting target behaviors. Two rating scales follow. Other rating scales are available commercially. Additionally, a descriptive narrative of problem behaviors is included to provide a basis for identifying inappropriate behaviors.

Experimental Edition

TEACHER TOLERANCE SCALE (T.T.S.)

STUDENT SCALE

George Yard Ph. D.
University of Missouri - St. Louis
(Operation SAIL)

Teacher:____________________ Child:______________________ School:__________________

Directions: Please check only those behaviors which present a teaching/learning problem in the school setting, while the child is under your supervision. Realize that a check indicates the need for behavioral intervention and correction.

A. PHYSICAL INAPPROPRIATE BEHAVIOR

I. Self

a. eating ______
b. chewing gum ______
c. picking nose ______
d. moving desk around room ______
e. masturbation ______
f. leaving room without permission ______
g. tardiness ______
h. sulking and pouting ______
i. pencil sharpening during lesson ______
j. walking around during lesson ______
k. getting out of seat ______
l. snapping fingers ______
m. foot tapping ______
n. smoking ______
o. making faces ______
p. heterosexual activities ______
q. leaning back on chairs ______
r. falling out of seat ______
s. falling over in desk ______
t. possession of drugs ______
u. withdrawn, avoids involvement ______

TOTAL ______

II. Peer

a. stealing ______
b. hiding peers' possessions ______
c. going into peers' desks ______
d. pulling or tearing clothes ______
e. destroying peers' possessions ______

TOTAL ______

VERBAL INAPPROPRIATE BEHAVIOR

I. Self

a. shouting ______
b. crying ______
c. temper tantrums ______
d. belching ______

TOTAL ______

II. Peer

a. using profanity ______
b. excessive talking with and to peers ______
c. shouting ______
d. talking to prevent peers from working ______
e. name calling ______
f. laughing at or making fun of others ______
g. interrupting peers ______
h. lying ______
i. whining ______
j. tattling ______
k. threatening ______
l. arguing ______
m. teasing ______
n. imitating ______

TOTAL ______

III. Authority

a. using profanity ______
b. excessive talking ______
c. shouting ______
d. talking during lessons ______
e. not raising hand to talk ______
f. calling teacher names ______
g. interrupting teacher ______
h. lying ______
i. whining ______
j. tattling ______
k. threatening ______
l. talking back ______
m. mumbling ______
n. arguing ______
o. imitating ______

TOTAL ______

III. Authority

a. stealing from teacher ______
b. hiding teachers' possessions ______
c. going into teachers' desk ______
d. defiance (stomping away, slamming door, etc.) ______
e. destroying teacher's possessions ______
f. pulling or tearing teacher's clothing ______

TOTAL ______

B. ACADEMIC INAPPROPRIATE BEHAVIORS

I. Self

a. verbal refusal ______
b. not doing assignment ______
c. working at inappropriate time ______
d. procrastinating ______
e. wasting extra time ______
f. inattentiveness ______
g. doodling ______
h. cheating ______
i. sloppy work ______
j. not doing homework ______
k. destroying work ______

TOTAL ______

II. Peer

a. playing with peers instead of working ______
b. copying others' work ______
c. requesting peers' help ______
d. inattentiveness to teacher ______
e. requesting directions after instructions have been given ______
f. destroying work ______

TOTAL ______

Other Behaviors

____
____
____
____

DESTRUCTIVE INAPPROPRIATE BEHAVIOR

I. Peer

a. hitting ______
b. touching ______
c. hitting others with objects ______
d. throwing objects (at) ______
e. kicking ______
f. pushing ______
g. spitting ______
h. throwing spit wads ______
i. tripping ______
j. pulling hair ______
k. possession of weapons ______
l. possession of drugs ______

TOTAL ______

II. Authority

a. hitting teacher ______
b. touching teacher ______
c. throwing objects (at) ______
d. kicking ______
e. pushing ______
f. spitting ______
g. throwing spit wads ______
h. possession of weapons ______

TOTAL ______

III. Inanimate

a. throwing trash on floor ______
b. banging on desks & tables ______
c. sitting on top of desk ______
d. turning furniture over ______
e. destruction of materials ______
f. defacing materials ______

TOTAL ______

GRAND TOTAL OF CHECKS ______

BEHAVIORAL CHECKLIST

This checklist may be used as a guide in facilitating the diagnosis and remediation of a student's behavior problems. In some cases it can even serve to prevent the development and intensification of other related problems.

BEHAVIORAL STRENGTHS:

_____ 1. Demonstrates good impulse control.

_____ 2. Demonstrates adequate attention span and ability to concentrate.

_____ 3. Is able to tolerate normal frustrating situations, i.e., waiting in line to go to lunch.

_____ 4. Takes proper care of his own, peer's and school property.

_____ 5. Is flexible and adjusts regularly to new situations.

_____ 6. Demonstrates a willingness to handle minor responsibilities.

_____ 7. Is able to maintain an adequate one to one relationship.

_____ 8. Is able to act autonomously; in an independent manner.

_____ 9. Responds positively to verbal praise.

_____ 10. Responds favorably to concrete, tangible rewards.

_____ 11. Demonstrates notable motivation toward learning within specific academic areas.

_____ 12. Demonstrates a natural curiosity relating to things in his environment.

_____ 13. Demonstrated an awareness as to what was going on around him.

_____ 14. In the face of realistic confrontation, he can admit to his shortcomings.

_____ 15. Can occasionally express positive attitudes toward himself.

_____ 16. Is able to predict the consequences of his own behavior.

_____ 17. Demonstrates an awareness of right and wrong.

BEHAVIORAL WEAKNESSES:

_____ 1. Is extremely impulsive and/or hyperactive.

_____ 2. Demonstrates a short attention span and poor ability to concentrate.

_____ 3. Is unable to tolerate normal frustrating situations, i.e. waiting in line to go to lunch.

_____ 4. Is destructive with his own, peer's or school property.

Behavioral Checklist (continued)

_____ 5. Is resistant to changing to new activities and in general adjusts poorly to new situations.

_____ 6. Cannot be depended on to carry out even minor responsibilities.

_____ 7. Appears sullen or withdrawn in a one to one relationship.

_____ 8. Is very demanding of his teacher and continually seeks her attention and approval.

_____ 9. Does not respond to verbal praise.

_____ 10. Does not respond to tangible rewards.

_____ 11. Demonstrates no notable motivation to learn in any academic areas.

_____ 12. Demonstrates no natural curiosity to his environment.

_____ 13. Does not appear to be aware of what is happening around him. Seems oblivious to his surroundings.

_____ 14. Sees himself as special or privileged in some way, even in the face of realistic confrontation.

_____ 15. Has a generalized sense of inferiority and is unable to speak well of himself in any aspect.

_____ 16. Fails to understand the consequences of his own actions.

_____ 17. Does not seem to demonstrate an awareness of right and wrong.

Behavior Modification

The first step in establishing a behavior modification program is to select the individual who exhibits the behavior which is to be changed. A group of students can also be selected as the target population. The same principles apply in either circumstance.

The second step involves the preparation of an analysis of present behaviors. Minimally, this would include listing at least three behaviors in each category: excesses, deficits and assets. The Teacher Tolerance Scale or any other behavioral listings may be helpful in this process. Form A or a similar form could be used to record these behaviors.

After the student's present behaviors have been delineated, the next step is to select one or two target behaviors to be changed. A student may have many behaviors which need to be changed. However, an effective behavior modification program centers upon one or two problem behaviors, effects a change in these behaviors, and then selects two of the remaining (if any) target behaviors.

FORM A

Child's first name: ______________________________ Sex:_____ Age: ____ Grade: ___

Step 2: Prepare a behavior analysis

Excesses:

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

6. ____

Deficits:	Assets:
1. ______________________________	1. ______________________________
______________________________	______________________________
2. ______________________________	2. ______________________________
______________________________	______________________________
3. ______________________________	3. ______________________________
______________________________	______________________________
4. ______________________________	4. ______________________________
______________________________	______________________________
5. ______________________________	5. ______________________________
______________________________	______________________________

Form A

Operationalize the target behaviors.

	Describe the kind of comments and actions which are included in the target behavior	Means of counting the behavior
Target behavior No. 1:	____________________	No. 1: __________
Target behavior No. 2:	____________________	No. 2: __________

Observe the target behaviors.

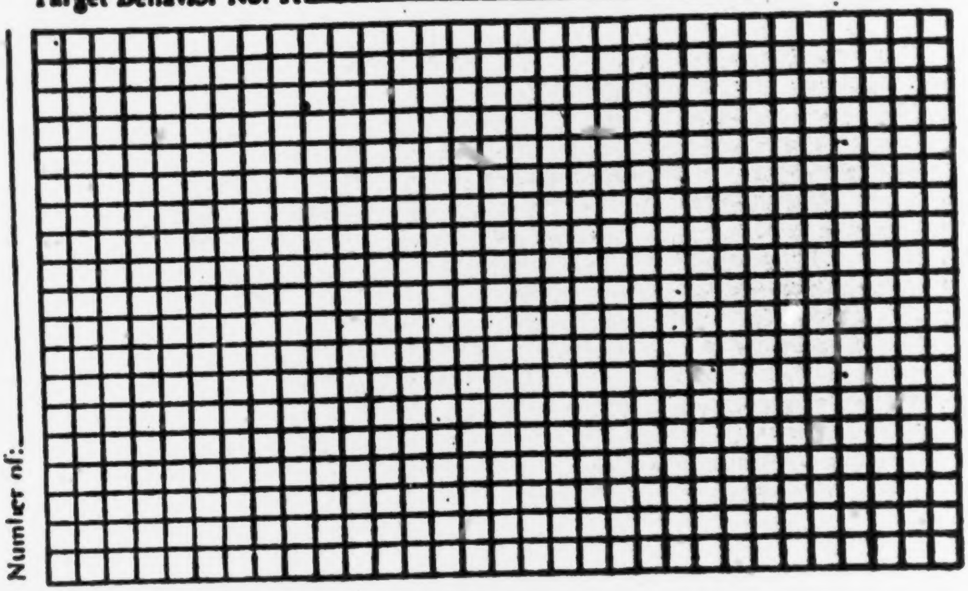
	Days of the week	Time of the day
Target behavior No. 1:	______________	______________
Target behavior No. 2:	______________	______________

Form A

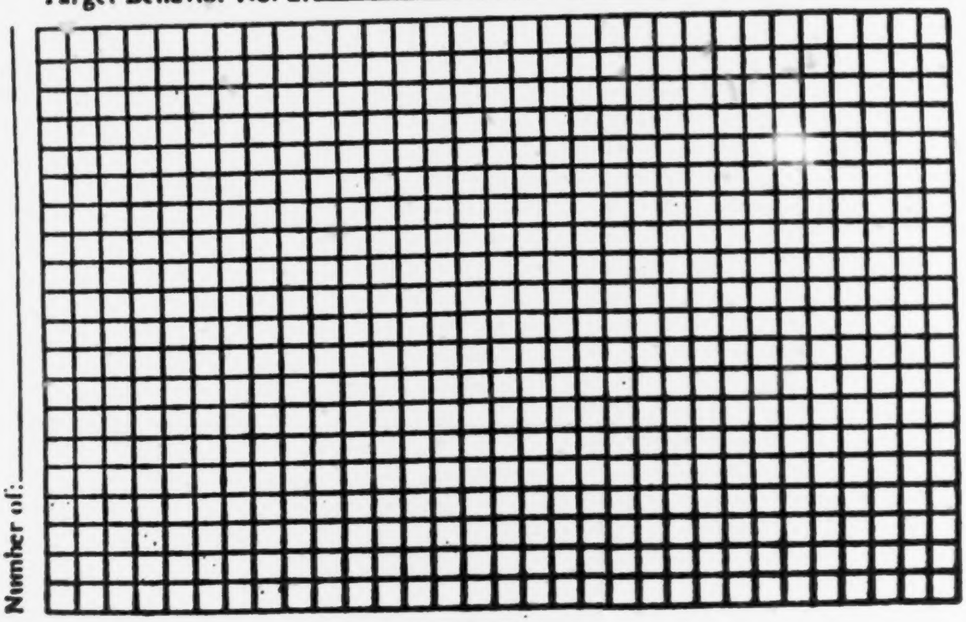
Record your count of the target behaviors.

ABC Behavior Record

Target Behavior No. 1: ____________________



Target Behavior No. 2: ____________________



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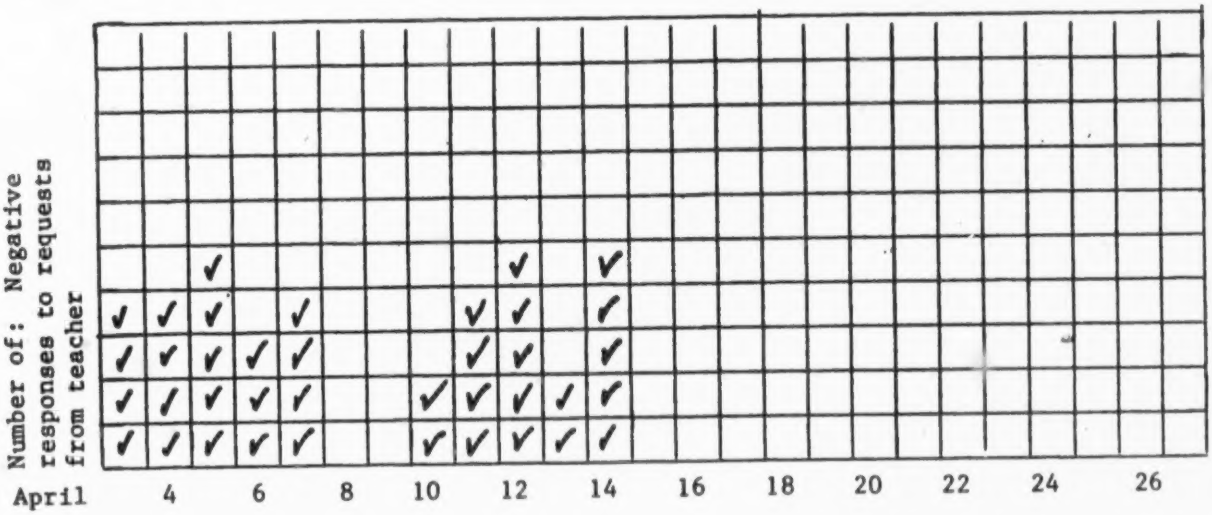
The next step is to operationalize the target behaviors. The behavior presently exhibited by the student must be stated clearly. For example:

> Brett makes negative verbal responses to specific tasks assigned by the teacher.
>
> Brett fails to contribute verbally during class discussion.

Estimates of the frequency of occurrence of the two target behaviors should be made. The means of counting the occurrence of the target behavior should be described. The target behavior(s) should be recorded for a period of one week. An example follows.

Target Behavior: Brett's negative responses to tasks requested.



After recording the occurrences of the target behavior(s), summarize the baseline data in terms of the following:

Number of occurrences
Time of day
Intensity

Compare the actual occurrences to your estimates. If the targeted behavior(s) are still viewed as behaviors to be lessened or eliminated, set goals for the target behaviors (see examples below).

Target behavior: makes negative verbal responses to specific tasks assigned by the teacher.
Estimated occurrence: 8
Actual occurrence: 4 times/day
Goal: Decrease negative responses to two or less per day.

The goal for the target behavior needs to be clearly written into a behavioral objective. The desired response, the situation in which it should occur, and the criteria for evaluating whether the objective has been met must be included. Specifying the criteria for determining whether or not the goal has been reached is critical because it is most directly associated with the reinforcement pay off. The criterion level for determining success must be realistic and feasible. The guiding rule in establishing a criterion level is to set minimal acceptable levels. As the desired behavior becomes stronger, the criterion level can be elevated.

The final step includes establishing a behavioral contract with the student. A contract is a formal agreement between individuals which indicates their commitment to behavioral change. The teacher needs to talk with the student and describe the target behaviors and what behavior changes are expected. During this interview, the student can select several possible reinforcers to be used. These are to be taken from a reinforcement "menu" of items, privileges, etc. which are agreeable to the teacher. A written agreement is drawn up with terms specifying the expected behavior. Usually the contract is limited to a two-week period, after which the behavioral change is evaluated and new contract terms are negotiated. The teacher identifies the time intervals for reinforcement (example: every time the behavior occurs, every 15 minutes, every 30 minutes, every class period). The reinforcer is awarded when behavioral specifications are met and withheld when they are not met. Reinforcement ought to be at frequent intervals in the first contract and less frequent in subsequent contracts. Sample contracts follow.

CHOOSING A REINFORCER

A. Ideas to think about:

1. Talk to the student, know what is important to him/her.
2. Send questionnaires/evaluations to other teachers to find out the motivators they are aware of.
3. Keep the reinforcer age-appropriate.
4. The contract is as effective as the reinforcer.
5. Don't hesitate to change the reinforcer. Re-evaluate your reinforcer frequently to ensure continued effectiveness.
6. Primary reinforcers (candy, toys, material items) can be very effective. Keep in mind that in "real life" students will encounter many more secondary reinforcers (social).
7. Only offer a reinforcer if you are sure you can follow through.

B. Process for specifying reinforcers

Academics: What is his/her favorite subject?
What is his/her favorite method of studying?
What topics especially interest him/her?
What part of the day is he/she most involved?
Do P.E., Art, Library or other special activities especially interest him?

Socially: Does he/she prefer to be in a group or alone (if alone-is it a healthy isolation?)
Does one-on-one provide special motivation?
Is there a special person in the school for him/her (you, counselor, principal, superintendent, another teacher, custodian, social worker, psychologist)?
Does the approval of classmates provide motivation?
Does he/she need time to talk to you or other students?
Does he/she need time to be out of his/her seat when it is approved of?

Family: Does family involvement provide special motivation?

POSSIBLE POSITIVE REINFORCERS

Pre-School Level

Social

holding
general affection
smiling
verbal approval
pat on head
attention
proximity
sit on lap
hug
a kiss
call child by name
rough housing
being read to

going first
show and tell

Opportunity to Do

play activities
drawing, coloring
watching TV
study game
singing
story telling
listening to stories
sleep time
building with blocks
riding tricycles
perform for others
looking at picture books
staying up late at night

trip to Kiddie Land or park
playing house
yelling, screaming
manipulation of objects
mixing colors

Material

toys, trinkets
candy
gum
milk, beverage
cookies
tiny sandwiches
balloons
marbles
ribbons, stars
crayons and art items
tokens
points
teddy bear that speaks via walkie-talkie
paper tickets

clay
stickers of animals
snacks

Elementary Age Level

Social

calling on student
smiling
patting on back
display work
bulletin board work
praise
head nod
facial expression
individual attention

peer approval
humor
special time with adults
helping adults
performing for parents

Opportunity to Do

Field trips: zoo, museum
classroom monitor
teacher aid: erase board
playing with toys, animals
safety patrol
use school desk as car
milk duty
free time, recess
manipulation of length of recess
help janitor
cut out letters
captain of a single-file line
move ahead in class work
select special materials
basketball
picnics, carnivals, fairs
nature hikes, gardening
helping after school
feeding animals

Material

toys
sweets
charts of progress
hobby items
certificates
paper tickets
growth chart
art work
showcase of reinforcers that one is working for
drink of water
comic books, magazines
holes on a punch score card
letters to parents
play money
matching to sample
activation of electrical toys or other electrical things
cereal
nuts
raisins
dried fruit bits

POSSIBLE POSITIVE REINFORCERS

Elementary Age Level

Social

Opportunity to Do

Material

fresh fruit
comic books
stickers
stars
tokens to buy larger items or privileges, etc.

Junior High Level

Social

verbal approval
dances
athletic awards
shaking hands
pat on the back
peer approval
teacher proximity
individual attention
winks, nods
listen to students

affection
stay up late
dates
extra-curricular
class monitor

participation in assemblies

Opportunity to Do

athletic team membership
television, movies
music (favorite records)
correcting papers
tutor another student
project leader
erase the board
take class role
put up bulletin boards
play an instrument

early dismissal
time for talk with friends
mid-period breaks
allow time for gym, shop
camping, skiing

go-carts

Material

certificates
grades
tools
displaying work
chewing gum
plaques
classroom animals
growth chart
drinks at fountain
paperbacks or magazines
food
beverages
honor role
assemblies
"good" letters to parents

radio-listening
record playing
earn certain level of status

Secondary Reinforcers (Social, Privileges)

1. Spend 10 minutes one-on-one with:
   - Teacher
   - Principal
   - Social Worker
   - Superintendent
   - Psychologist
   - Custodian
   - Cook
   - Etc.
2. 10 minutes in the library.
3. 10 minutes reading, working on a project, playing a game, being alone, etc.
4. Privilege to walk down the hall and back, get a drink.
5. Send a note home to Mom and Dad.
6. Arrange for parents to take student on a special activity (bowling, movie) or spend some "special time" with the student.
7. Chart progress, use smiley faces or stars on a chart.
8. Take a special course (driver's ed. for high school student).
9. Special instruction on a favorite subject (sign language, French, dinosaurs, etc).
10. Use of special equipment (felt pen, tape recorder, typewriter).
11. Helping teacher (staple, fold, collate, erase, decorate, cut, etc).
12. Time self out in Principal's office or other supervised area without penalty.
13. Help a younger or less capable student.

Social

grades
dances
parties
athletic letters
smiling
public recognition
applauding
peer approval
individual attention
tactual with qualifications
display student's work
dates (social life)
staying with a friend
pen pal
captain of team

Opportunity to Do

athletics, clubs
discussion about sex
music, hobby
driving cars
lecture leader
amusement parks
teaching assistant
extra gym period
reading favorite subject
study games, math puzzle
mid-period breaks
surveys-interviews
swimming, boating
clinics by athletic stars
working with mechanical apparatus
academic contests

Material

class rings
use of cars
money
plaques and trophies
pins, medals
certificates
scholarships, awards
tickets to athletic contest
movies, records
cokes, snacks
own room, clothes
credit card
tokens for a vending machine
counts on a counter

BEHAVIOR CONTRACT BETWEEN

______________________________ and ______________________________
(Student's name)   (Teacher's name)

1. Specific positive behavior: ______________________________ will refrain
(Student's name)
from making negative statements when given a directive from the teacher.

2. Terms of the contract: Upon receiving a directive from the teacher,
______________________________ has a choice of two responses.
(Student's name)

a. Making no response or making a positive statement - may choose a reward from the reinforcement menu.

b. Making a negative statement - no reward will be allowed and the teacher will record the occurrence.

This contract will become effective on ______________________________ and continue
(Date)
until ______________________________.
(Date)

____
(Student's signature)

____
(Teacher's signature)

Token Reinforcement

One version of behavior modification is token reinforcement. Tokens are utilized as tangible reinforcers within a behavior management program. Some of the advantages of using tokens as reinforcers are:

1. Behavioral consequences can be delivered immediately;
2. Tokens are not subject to satiation because they can be redeemed for a wide variety of rewards;
3. All pupils can be reinforced with the same token;
4. Tokens are easily obtained and durable.
5. Tokens can be accumulated which assists in motivating performance over long periods of time;
6. Tokens can be used to teach arithmetic skills.

Token reinforcement may be utilized with both individuals and groups of students to effect both positive classroom conduct and academic proficiency. Individual behavior can be reinforced according to a previously established contract. Group criteria can be best communicated through a list of well-considered rules.

Rules are specifications of the relationship between pupil behavior and its consequences (earning/losing tokens). A few rules of conduct can be selected to cover most classroom situations. These should be stated positively with the exception of those few rules which are intolerable violations. Rules facilitate rewarding positive behavior and punishing negative behavior in a non-arbitrary and predictable manner.

The nature of the token reward deserves some consideration by the classroom teacher. The most popular form of token reward involves various sorts of tangible tokens, which must be portable, durable, non-duplicable by the students, cheap to buy, and easy for the teacher to dispense. Varieties of tokens in common use include play money (currency and/or coins), bingo markers, poker chips, Peabody Language Kit chips, tiddly winks, tickets from rolls of tickets, kidney beans, playing cards, slugs, buttons, foreign money, and classroom "funny money" bills created and run off by the teacher.

Other token economies utilize token recording cards (3x5 or larger) carried in each pupil's pocket or taped to the desk. Tokens are then dispensed by recording earnings on the cards through punches, marks made by a colored felt-tip pen, ink pad stamping devices, or otherwise. A related delivery system involves writing each pupil's name on the blackboard and recording chalk marks for each token earned.

Most token exchanges between teacher and student should involve earning tokens. This is especially true when the token economy is first initiated. Fines should only be used in the program if it is determined that a more powerful reinforcement system is needed.

The power of most token programs is related to the attractiveness of the rewards that can be earned by token exchange. As mentioned previously in this chapter, selection of activities/tangible objects must be done with the student in mind. Differing values (number of tokens needed) can be given to the possible rewards.

Record-keeping should be streamlined so that it is easy for the teacher to administer. A "banking" operation whereby a tally of tokens earned each day is added to each student's "balance" can be utilized. There is no reason for students to take tokens home or keep them in their desks. Teacher judgments regarding the "spending" of tokens should be avoided.

BEHAVIORAL PROGRAM

Sample Group

I. Objectives

- A. To increase class initiative during free time and during transition from one activity to the next.
- B. To decrease the taking or rearranging of objects in the classroom.
- C. To decrease tattling and talking out.
- D. To increase the quality of assignments.

II. Procedures

- A. Positive reinforcement - token system
- B. Response cost

III. Materials

- A. Frog parts
- B. Tokens

IV. Program

A. Teacher's Responsibility

______________ will explain the program to the class and dispense tokens. Verbal reinforcement should accompany each token. Tokens shall be given for the following:

1. Good papers - these do not necessarily have to be 100% papers - the teacher must be the judge of effort.

2. Appropriate speaking behavior - speaking only when called on, raising ones hand before speaking, etc.

3. Conscientious behavior between assignments - reading a book quietly, listening to tapes quietly, working on unfinished assignments, etc.

Tokens shall be removed for the following:

1. Tattling.

2. Inappropriate behavior - hitting, running, out of seat behavior, distracting other classmates, sitting idle, talking out, rearranging or taking of objects without the owner's permission.

B. Program Outline

The class shall be divided into 5 teams with 5 team captains. The captain will collect the team's tokens daily and present them to the teacher. If tokens are misplaced they cannot be counted.

Token Values:

Bottom = 10
Front Feet = 20
Back Feet = 25
Middle = 15
Top = 20
1st Haunch = 20
2nd Haunch = 20
Tongue = 20

The first team to totally complete their frog will receive a frog and a special surprise.

Instructional Strategies

Selected Instructional Strategies

There are three instructional therapies that will be detailed. They are (1) Hewett's Engineered Classroom; (2) Morse's concept of the Crisis or Helping Teacher; and (3) Behavior Modification. These strategies represent the different theoretical structures of Educational Therapy, Milieu Therapy, and Behaviorism. The common thread that seems to be present in each of these types of instructional orientation is a focus upon academic achievement through individualized instruction and adaptation of behavior to the classroom and school setting. The purpose is to provide a brief overview of the basic concepts of each of these strategies.

Engineered Classroom

Hewett believes that children categorized as behaviorally disordered need to learn how to adapt to the learning and school situation. This is further detailed in his structure of the engineered classroom which is designed to teach the skills necessary for learning readiness on an individualized, developmental basis. Hewett delineates these tasks into developmental steps arranged in a chronological or sequential order. The teacher's task is to determine which steps the child needs to master in order to be able to learn academic subjects efficiently and effectively. Hewett also describes a "learning triangle" of conditions which must be present in order for instruction to be implemented.

Hewett's Developmental Steps:[1]

1. Attention level: paying attention to learning tasks and utilization of incremental steps in learning skills;
2. Response level: guaranteeing the child success in learning;

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[1] Frank M. Hewett, The Emotionally Disturbed Child in the Classroom, p. 43 and passages from the entire book.

3. Order level: relates to the "structure" side of the "learning triangle." Structured learning environment where the child's behavior is expected to conform to pre-established rules. The emphasis of instruction is upon discrete, identifiable stopping and starting points for each learning task.

4. Exploratory level: instruction is based upon multi-sensory methods;

5. Social level: interactions with teachers and peers are increased and there is a more rigorous demand for "acceptable" social behavior.

6. Mastery level: emphasis is upon self-care skills and academic achievement commensurate with individual ability.

7. Achievement level: the child is expected to have mastered the previous developmental steps and should be ready to concentrate on academic achievement and learning on a high level. At this point, the child is expected to be self-motivated toward school achievement.

The learning triangle is based upon the components of (1) task; (2) reward; and (3) structure (teacher expectations for learning which provide the conditions under which rewards are given).

In his book, Hewett provides checklists to enable the teacher to assess the developmental level of each child. Specific classroom strategies, seating arrangements, and environmental structure needed for classroom operation are delineated. The reward component of the learner triangle would work well with instructional systems utilizing behavior modification and contracting. The hierarchy of developmental tasks and levels provides the teacher with a structure and a set of expectations based upon each child's developmental needs and readiness for learning. Often when a purely behavioral model is utilized, failure occurs because the child is not developmentally able to modify the target behavior. Hewett's approach provides the teacher with a structured approach based upon individual student needs and is easily modifiable to include other teaching strategies.

Crisis or Helping Teacher[2]

Morse has proposed the intervention of the crisis or helping teacher in the education of students considered to be behaviorally disordered. In this conceptualization, the school is regarded as a social setting important to the child where he/she is required to interact with others. In this social setting, the emphasis is upon emotional support and caring relationships. The crisis teacher (also called the helping teacher) is an individual who acts as a support person in helping children handle "crisis" situations utilizing Redl's life-space interviewing techniques. The premise of this approach is that the child needs to be provided with the assistance at the time of crisis in order to learn adult expectations and appropriate coping skills. Morse defines a crisis in terms of the child: when his/her coping mechanisms are "over-loaded." At this point Morse feels that the child is most ready to accept the learning of "new" methods of coping with the situation.

In a school setting which utilizes this approach, the crisis teacher becomes a member of the whole school teaching team with responsibility to deal with immediate crisis situations and provide resources for continued treatment as necessary. It takes a great deal of total school commitment to this type of concept in order to implement it according to Morse's conceptualization. However, the technique of "life-space" interviewing could be learned and utilized by teachers. The idea that children are more susceptible to learning different coping behaviors during times of stress has merit. If teachers can learn to "remove" themselves from the crisis situation, these situations would enable them to actively work with the child in teaching new strategies for behavior. Specific work in this area could include inservice training in life-space interviewing. One important teacher behavior would be learning to be non-judgmental and able to provide alternative strategies to the child.[3]

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[2] William C. Morse, "The Crisis or Helping Teacher," from Conflict in the Classroom, ed. by Long, Morse, and Beth Newman (California: Wadsworth Publishing, 1976), p. 207-213.

Behavior Therapy

Behaviorism has its roots in conditioning and learning theory as described by Skinner, Pavlov, and others. Behavior modification appears to be one of the most prevalent strategies employed in special education, particulary in classes for the behaviorally disordered. The premise of this approach is that the child's "problem" is his/her behavior and that appropriate behavior can be taught in small steps through providing rewards throughout the learning processes.[4]

As the term "behavior modification" implies, the focus is upon observable and identifiable child behavior. This means that the teacher must be able to state each problem that the child exhibits in operational terms. It is not enough to say that a child displays "disruptive" behavior; the teacher must state "John fights with peers (observable) during the school day (time) when engaging in group work (situation) five times a day (exact frequency)." This type of operational definition requires the teacher to gather specific data about the child and the type of behavior that needs to be changed. This allows for accountability on the part of the teacher and the child. It also provides goals for instruction and can be utilized in the formation of each child's I.E.P. as required by law.

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[3] Donald D. Hammill and Nettie R. Bartel, Teaching Children with Learning and Behavior Problems (Boston: Allyn and Bacon, 1978): Donna Aguilera and Janice Messick, Crisis Intervention - Theory and Methodology (St. Louis: C. V. Mosby Co., 1978).

[4] Martin A. Kozloff, Educating Children With Learning and Behavior Problems, (New York: Wiley and Sons, 1974), p. 7 and whole book.

Basically, behavioral modification requires: (1) gathering objective data regarding the behavior through the use of a variety of methods; (2) specifying the goals and objectives for behavioral change; (3) identification of the desired end product; and (4) implementation of treatment procedures.[5] Treatment techniques center around the concepts of positive and negative reinforcement, modeling and shaping procedures, and punishment. Rewards are used as reinforcers for acceptable behavior and can take many forms (candy, tokens, etc.).[6]

Positive reinforcement refers to events following a desired behavior which increase the chance that the particular behavior will reoccur.[7] Negative reinforcement refers to the removal of aversive stimuli after the desired behavior has taken place.[8] Punishment is defined as reducing the chance that an undesired behavior will reoccur because of the consequences that come about when that behavior is exhibited.[9] Generally speaking, positive reinforcement is the technique utilized in implementing behavioral change. This hinges upon the selection of rewards that the child values and is willing to change behavior in order to obtain.

One approach to behavior modification in the classroom is based upon what is termed "Grandmother's Law."[10] In this type of situation, a "reward" is based upon performance of a specific behavior. For example, "If you eat your spinach, you will get ice cream for desert," In the literature, this is referred to as

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[5] Phyllis L. Newcomer, p.183-188.

[6] Ibid., p.195-202.

[7] Nancy K. Buckley and Hill M. Walker, Modifying Classroom Behavior (Champaign: Research Press Co., 1980), p.31.

[8] Ibid.,p. 36.

[9] Ibid.,p.45.

[10] Lloyd Homme, How To Use Contingency Contracting in the Classroom (Champaign: Research Press, 1979), p.18-30.

"contingency contracting." As with behavior modification, the crucial element involves the selection of reinforcements that the child deems important enough to change his/her behavior in order to obtain.

The key to these behavioral approaches is teacher consistency in rewarding appropriate behaviors. Reinforcement schedules will change as the child learns new behavior and exhibits it. The rewards will decrease in frequency and become less tangible. The teacher must maintain some system of rewards for the newly learned behavior.

I.E.P. Development

INDIVIDUALIZED EDUCATION PROGRAMS

One component of P.L. 94-142 is the requirement that Individualized Education Programs (IEPs) be developed for each handicapped child. The purpose of this provision is to ensure that handicapped students across the nation are provided with an appropriate education based upon specific, individual needs. Referring to P.L. 94-142, the following components must be included in each I.E.P.:

(a) A statement of the child's present levels of educational performance;
(b) A statement of annual goals, including short term instructional objectives;
(c) A statement of specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular education programs;
(d) The projected dates for initiation of services and the anticipated duration of the services; and
(e) Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.[1]

Each I.E.P. must be reviewed annually at a multi-disciplinary conference attended by the child's teachers, supervisor of special education or other special education administrative personnel, one or both of the child's parents, the child (when appropriate) and other individuals when deemed necessary. P.L. 94-142 does not hold teachers or other personnel responsible for the child's achievement of annual goals. It is intended as a means of monitoring student achievement, present levels of functioning in a variety of areas, and structuring educational programs and services toward the achievement of specific individual objectives.

One concern with the development of I.E.P.s centers around the component of assessing the child's present levels of educational functioning. Most available materials tend to be norm-referenced rather than criterion-referenced.

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[1] Federal Register, Vol. 42, No. 163, 121a.346, Content of Individualized Education Program.

"Norm-referenced tests are designed to determine an examinee's status in relationship to that of a normative group, whereas criterion-referenced tests attempt to identify whether an examinee can display a clearly defined class of behaviors."[2] It would seem that criterion-referenced materials would be the most appropriate in determining present levels of educational functioning as required.

One outstanding example of a criterion-referenced test is the Brigance Diagnostic Inventory of Basic Skills. It is designed to measure skill mastery in school subjects grade K-6. It taps areas of mathematics, language arts, reading, and readiness skills including a variety of discrimination and perceptual skills. Additionally, it includes specific instructional objectives for each skill area tested.[3]

Once present levels of functioning have been determined, annual goals can be established. These should be based upon the child's present functioning and should encompass all curricular areas for which the school will assume responsibility for providing programs and services. This includes delineating any ancillary or other support services that may be needed.

Short term objectives are the "...milestone steps between where the child currently is and where the group hopes the child will be by the end of the year (annual goals).[4] Short term objectives are the skills that need to be learned in order to achieve the annual goal. Hayes reminds educators that social and behavioral goals and objectives should be included as well as goals and objectives for academic areas.[5]

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[2] W. James Popham, Educational Leadership, January 1977, p.258.

[3] Albert H. Brigance, "Brigance Diagnostic Inventory of Basic Skills," Curriculum Associates, North Billerica, MA., 2nd ed., 1976.

[4] Josephine Hayes, "Annual Goals and Shortterm Objectives," in A Primer on Individualized Education Programs for Handicapped Children, ed. Scottie Torres (Reston, VA: Council for Exceptional Children, 1977), p. 18.

[5] Ibid., p. 19.

These shortterm objectives need to be stated in behavioral terms so that progress toward the annual goals can be accurately assessed. Mager lists four components of behavioral objectives:

1) the objective must be stated in performance terms;
2) the objective will designate the important conditions under which the behavior is to occur;
3) the objective will include a statement of the criterion of acceptable performance;
4) the method of describing the desired behavior must be described. [6]

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[6] Mager, as cited in William I. Gardner, Learning and Behavior Characteristics of Exceptional Children and Youth - A Humanistic Behavioral Approach (Boston: Allyn and Bacon, 1977), p.525-6.

CONTENT OF INDIVIDUALIZED EDUCATION PROGRAM (I.E.P.)

THE INDIVIDUALIZED EDUCATION PROGRAM FOR EACH CHILD MUST INCLUDE:

A. A statement of the child's present level of educational performance, including academic achievement, social adaptation, prevocational and vocational skills, psycho-motor skills, and self-help skills;

B. A statement of annual goals which describe the educational performance to be achieved by the end of the school year under the child's individualized education program;

C. A statement of short-term instructional objectives which must be measurable intermediate steps between the present level of educational performance and the annual goals;

D. A statement of specific educational services needed by the child (determined without regard to the availability of those services) including a description of:

    (1) all special education and related services which are needed to meet the unique needs of the child, including the type of physical education program in which the child will participate, and

    (2) any special instructional media and materials which are needed;

E. A description of the extent to which the child will participate in regular education programs;

F. A justification for the type of educational environment which the child will have;

G. The date when services will begin and length of time the services will be given;

H. A list of the individuals who are responsible for implementation of the individualized education program, and

I. Objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

COMPONENTS OF A MEASURABLE OBJECTIVE

I. Outcome Statement: A statement that describes the task activity, knowledge, attitude, or other accomplishment being sought - should reflect the tasks included in the job for which the student is being trained.

II. Condition: A statement of the circumstances under which the outcome will be observed or measured. Should relate as closely as possible to the time, limits, materials, or equipment that the student will be confronted with when performing the job.

III. Criteria: The standards, i.e., levels or quality of outcome being sought that, when achieved, will identify acceptable attainment of the outcome. The criteria should reflect the standards that will be used to judge successful performance of tasks on-the-job.

When evaluating each of your six objectives concerning the outcome statement, condition, and criteria, the following questions could be asked:

	YES						NO					
OBJECTIVE #	1	2	3	4	5	6	1	2	3	4	5	6
OUTCOME STATEMENT 1. Does the statement specify what activity, ability, or skill is to be achieved?												
2. Does the statement contain action verbs?												
CONDITION 1. Is the place of performance stated?												
2. Are the materials or equipment stated?												
3. Are any special constraints listed?												
CRITERIA 1. Does it state the quality needed for minimum requirements?												
2. Does it state the quantity desired?												
3. Does it state the time allowed to complete the outcome statement?												
4. Does it state the results considered acceptable?												

While it is not absolutely necessary that each of the questions be answered yes, it becomes apparent the more times you can answer yes, the more effective the objective will be.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

____________________ will improve peer relationships.

Shortterms:

a. During class time, ____________________ will refrain from unnecessary tattling to the teacher as measured by teacher observation.

b. During non-academic periods, ____________________ will share a toy (or other prized object) with a peer at least once during each period.

c. When speaking with a peer, ____________________ will make eye contact (and no physical contact) 90% of the time.

d. During free-time activities, ____________________ will physically interact with his peers at least five times during the period; e.g., _____________ will verbally greet each fellow student each day upon entering the class.

e. When ____________________ misbehaves, peers will turn their faces away from the offending student and remain silent every time.

f. When spoken to by a peer, ____________________ will respond appropriately within a 10-second period.

g. During periods of peer interaction, ____________________ will not make a verbal response which elicits a negative reaction from a peer.

h. ____________________ will be able to accept academic competition from others as measured by less than one derogatory comment per week about a peer's higher score/grade on an assignment/quiz/test.

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: ____________________ will improve peer relationships.						
Shortterms:						
i. ____________________ will be able to tolerate athletic competition by behaving in a "sportsmanlike" manner 80% of the time during practice and games as measured by teacher/coach/referee observation.						
j. ____________________ will be able to play appropriately with peers in a group situation 80% of the time as measured by less than two incidents of inappropriate (fighting, teasing, etc.) behavior per week.						
k. ____________________ will increase his/her acceptance by peers as measured by a decrease in derogatory statements made by peers.						
l. ____________________ will accept assistance from peers when in difficulty 75% of the time as measured by a corresponding decrease in teacher requests for assistance.						
m. ____________________ will recognize the assets of peers by making (upon teacher directive) two positive statements about his/her peers.						
n. ____________________ will ignore undesirable characteristics of others as measured by a decrease in provoking behavior to three incidents per week.						
o. Given an unstructured situation such as recess or before-school play, ____________________ will be able to get along appropriately with older children as measured by less than two incidents per week of inappropriate behavior reported to an authority figure.						
p. Given an unstructured situation such as recess or before-school play, ____________________ will be able to get along appropriately with younger children as measured by less than two incidents per week of inappropriate behavior reported to an authority figure.						

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: ________________ will improve peer relationships.						
Shortterms:						
q. Given an unstructured situation such as recess or before-school play, ________________ will be able to get along appropriately with immediate peer group as measured by less than two incidents per week of inappropriate behavior reported to an authority figure.						
r. Given an unstructured situation such as recess or before-school play, ________________ will be able to get along appropriately with members of the opposite sex as measured by less than two incidents per week of inappropriate behavior reported to an authority figure.						
s. Given an unstructured situation such as recess or before-school play, ________________ will be able to get along appropriately with members of the same sex as measured by less than two incidents per week of inappropriate behavior reported to an authority figure.						
t. ________________ will accept justifiable criticism made by peers in a structured group setting without undue reaction 80% of the time as measured by the adult or person in charge of the situation.						
u. ________________ will apologize when his/her actions have injured or infringed on another.						
v. ________________ will ask permission to use another's property by saying, "May I please borrow your ____________?", or the equivalent.						
w. ________________will gain attention from a peer by saying the peer's name in a volume appropriate to the setting and telling what he/she wants, 85% of the time as measured by teacher observation.						
x. While engaged in a competitive activity with another student (ex. a game), ________________ will accept defeat without undue reaction 80% of the time as measured by teacher observation.						

Long Term Goal:

____________________ will improve peer relationships.

Shortterms:

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
y. When in a situation outside the classroom with one or more of his/her peers, ____________________ will reduce the incidence of loud, abusive or threatening statements to his peers by 50% as measured by a decrease in peer reporting of such behavior.						
z. ____________________ will refuse the request of a peer politely _____% of the time as measured by teacher observation.						
aa. ____________________ will give simple directions to a peer in ____ out of ____ situations as observed by the teacher.						
bb. ____________________ will offer sympathy to a peer about problems or difficulties ____% of the time as measured by teacher observation.						
cc. ____________________ will compliment another person, when appropriate ____% of the time as measured by teacher observation.						
dd. ____________________ will ask another student to play during free time ____% of the time as measured by teacher observation.						
ee. ____________________ will make positive statements about qualities and accomplishments of others _____% of the time as measured by teacher observation.						
ff. ____________________ will lend possessions to others when asked in ____ out of ____ situations as observed by the teacher.						

Long Term Goal:

______________________________ will display age-appropriate personal hygiene and grooming skills.

Shortterms:

a. In school, _____________________ will dress appropriately for the weather and setting in a shirt, pants, shoes and socks and have hands, face and hair clean and combed.

b. During school, _____________________ will hit, bite, or excessively scratch himself 4 or less times per hour.

c. __________________ will discuss the relationship of good grooming to social acceptance upon teacher request.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal:						
____________________ will improve relations with authority figures.						
Shortterms:						
a. During class time, ____________________ will refrain from clinging to adults.						
b. ____________________ will demonstrate an increase in acceptable school behavior by an increase in positive teacher interactions as measured by teacher observation.						
c. When spoken to be a teacher, ____________________ will respond appropriately within a 10-second period.						
d. When given a set of instructions, ____________________ will respond appropriately within 10 seconds.						
e. In the presence of an adult in authority, ____________________ will respond to requests appropriately at least 80% of the time.						
f. In the presence of a peer who has authority, ____________________ will respond to requests appropriately at least 80% of the time.						
g. When requested to work by the teacher, ____________________ will comply within 20 seconds.						
h. In the classroom, ____________________ will not display any crying spell or temper tantrum as measured by teacher observation.						
i. Given a situation where adult intervention or assistance could facilitate problem-solving (this should be interpreted in a general manner), ____________________ will seek this assistance 80% of the time as measured by teacher (or other adult) observation.						

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal:						
____________________________ will improve relations with authority figures.						
Shortterms:						
j. ____________________ will accept justifiable criticism by an authority figure without undue reaction 80% of the time as measured by teacher observation.						
k. ____________________ will follow directions given by an authority figure 80% of the time as measured by a recording of less than two instances of disobedience per day.						
l. ____________________ will apologize when his/her actions have injured or infringed on another.						
m. ____________________ will adhere to previously discussed rules and limits of behavior in four out of five unstructured situations as measured by a decrease in authoritative reprimands.						
n. When in a classroom situation, ____________________ will reduce incidents of loud, abusive, or threatening statements to authority figures by 50% as measured by teacher charting of behavior.						
o. ____________________ will correctly state three (3) functions/responsibilities of the following school personnel: principal, counselor, social worker, psychologist, nurse and teacher, as measured by teacher observation.						

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: _____________________ will improve study habits/skills.						
Shortterms:						
a. During scheduled study periods, _____________________ will remain in seat and attend to assigned tasks (e.g., workbook) for entire period.						
b. When given an assignment, _____________________ will begin to work within 20 seconds after teacher's instructions.						
c. Given an assignment, _____________________ will complete the task with 80% accuracy before leaving it.						
d. Given an assignment, _____________________ will complete the task with 80% accuracy and neatness to teacher's specifications.						
e. _____________________ will come to school and each class period with the necessary materials (e.g., pencils (2), eraser, pen, crayons, and paper) to participate fully in the classroom assignments.						
f. _____________________ will answer or attempt to answer questions when called on by the teacher.						
g. Given a 15-minute study period, _____________________ will be able to complete an assigned task with less than two teacher instructions.						
h. _____________________ will demonstrate an increase in ability to stay on task by a 50% increase in completed assignments as measured by teacher recording of assignments completed.						

Long Term Goal:

________________________________ will improve study habits/skills.

Shortterms:

i. ____________________ will work steadily at an assignment for _______ minutes _____% of the time as measured by teacher observation.

j. ____________________ will ignore distractions from peers when doing a seatwork assignment _____% of the time as measured by teacher observation.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

__________________________ will display a good self-concept and increased self confidence.

Shortterms:

a. During periods of social interaction, ___________________ will make at least two positive statements about himself within each 15-minute period.

b. _______________________ will view him/herself as a person with individual worth as measured by one or less self-derogatory statements made each day as recorded by teacher.

c. _______________________ will make a report before a large group (7 or more) or the entire class, without signs of excessive nervousness or fear.

d. When required, ____________________________will begin a new task willingly without complaining or hesitating.

e. ____________________ will read aloud in a small group ____ out of ____ teacher requests.

f. ____________________ will make a report before a small group on ____ out of ____ teacher requests.

g. ____________________ will make a report before a large group or the entire class on ____ out of ____ teacher requests.

h. ____________________ will respond appropriately when complimented or praised _____% of the time as measured by teacher observation.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

____________________________________ will display a good self-concept and increased self confidence.

Shortterms:

i. ______________ will be willing to have his/her work displayed ____% of the time upon teacher request.

j. On ___ out of ____ requests, ________________ will be able to make a positive statement about him/herself.

k. ______________ will discuss his/her own abilities and limitations by giving three examples of each in either a formal or informal counseling situation.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

____________________ will comply with school/classroom rules.

Shortterms:

a. Given a set of rules, ____________________ will apply them to appropriate situations as they arise with one or less infractions per week.

b. In the teacher's absence, ____________________ will continue to comply with the rules of behavior as previously agreed upon.

c. In the classroom, ____________________ will remain in his proper seat unless given permission by the teacher to do otherwise.

d. In the classroom, ____________________ will not talk out without teacher permission more than two times during any class period.

e. During class time, ____________________ will stare out of window a total of no more than 5 minutes per hour.

f. In school, ____________________ will not push, hit or trip another student under any circumstances as measured by teacher recording of behavior.

g. When in a classroom situation, ____________________ will reduce the incidence of loud, abusive or threatening statements to his peers by 50% as measured by teacher charting of behavior.

h. During regularly scheduled days, ____________________ will attend classes from ____a.m. until _____ p.m. unless excused by agreement of parent or guardian and teacher.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

_______________________________ will comply with school/classroom rules.

Shortterms:

i. On regularly scheduled school days, ____________________ will arrive at least five minutes before the final bell and be in seat at the time the tardy bell rings. ____ out of ____ days as recorded in school records.

j. Once in class, _____________________ will not leave the room without first obtaining permission from the teacher.

k. _____________________ will be able to change from one class to another with less than one incident of hallway misbehavior per month as measured by school/teacher disciplinary records.

l. _____________________ will attend school daily, unless ill, as measured by school attendance records.

m. _____________________ will follow classroom rules when the teacher is not present 80% of the time as measured by the lack of misbehavior reported by others.

n. _____________________ will gain the teacher's attention in class by raising his/her hand in ____ out of ____ situations.

o. _____________________ will wait quietly for recognition before speaking out in class ____% of the time as measured by teacher charting of behavior.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

______________________________ will comply with school/classroom rules.

Shortterms:

p. __________________ will discuss academic material with a peer when appropriate ____% of the time as measured by teacher observation.

q. __________________ will change from one activity to another when required by the teacher ____ out of ____ times.

r. __________________ will walk through the hall quietly at a reasonable pace ____% of the time as measured by teacher observation.

s. __________________ will enter the classroom and sit down at assigned seat without disturbing objects and other people ____% of the time as measured by teacher observation.

t. __________________ will hang up his/her clothes in the required place ____% of the time as measured by teacher observation.

u. __________________ will keep his/her desk or locker in order ____% of the time as measured by teacher observation.

v. __________________ will bring required materials to school ____ out of ____ days as measured by teacher recording of dates materials are not brought to school.

w. Upon completing an unstructured activity, __________________ will be able to attend to a new task within two minutes of an adult directive, as measured by teacher charting of behavior.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

______________________________ will comply with school/classroom rules.

Shortterms:

x. ____________________ will accept responsibility for his/her own class schedule by changing classes at the appropriate times without teacher intervention.

y. ____________________ will report to assigned classes at appropriate times _____% of the time as measured by tardiness reports.

z. When in class ________________________ will remain in assigned seat _____% of the time for the class period unless given permission to move by teacher.

aa. When in class, _______________________ will speak only with permission of the teacher _____% of the time during a class period.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Form A is to be used with this sheet and follows

Long Term Goal:

______________________ will increase pre-vocational/career education skills.

Shortterms:

a. __________________ will correctly orally read 18 out of 20 employment signs (see attached - Form A)

b. __________________ will correctly match 20 out of 25 employment vocabulary words to the corresponding definition (see Form A).

c. __________________ will correctly identify 45 out of 55 employment abbreviations to teacher satisfaction.

d. __________________ will be able to discuss different skills and knowledge required to perform the variety of jobs in the working world.

e. __________________ will be able to discuss government agencies which can help individuals with training for and obtaining jobs.

f. __________________ will be able to discuss relationship between working hours and wages.

Not Applicable	**Review Date**	**Review Date**	**Review Date**	**Review Date**	**Mastery Date**

Form A, p. 1

_____ Agcy.
_____ am
_____ appt.
_____ bd.
_____ ben.
_____ betw.
_____ Co.
_____ Col. grad.
_____ Corp.
_____ deliv.
_____ Dept.
_____ EOE
_____ eve
_____ exp.
_____ exper.
_____ Excell.
_____ F/T
_____ furn.
_____ Gen.
_____ hr.
_____ hi-schl. grad.
_____ HSG
_____ immed.
_____ ins.
_____ lic.
_____ M/F
_____ min.
_____ mgmt.

_____ mgr.
_____ mo.
_____ Nat'l
_____ nec.
_____ ofc.
_____ oppty.
_____ pd.
_____ perm.
_____ ph.
_____ pm
_____ pos.
_____ pref.
_____ pref'd
_____ P/T
_____ Refs.
_____ Refs. req'd
_____ rm.
_____ sal.
_____ temp.
_____ trnee.
_____ transp.
_____ w/
_____ wk.
_____ wkly.
_____ wknds.
_____ yr.
_____ yrs.

+ word read correctly

- word read incorrectly

Form A, p. 2

_____ Applications
_____ Receptionist
_____ Help wanted
_____ Apply here
_____ Employees only
_____ Job information
_____ Employment office
_____ Employment agency
_____ Personnel office
_____ Personnel manager

_____ No help wanted
_____ Apply at office
_____ Director of personnel
_____ Equal opportunity employer
_____ Part time help wanted
_____ Apply at personnel office
_____ No unauthorized persons . .
_____ All visitors . . .
_____ Applications accepted
_____ Authorized personnel only

_____ appearance
_____ application
_____ deductions
_____ employee
_____ employer
_____ equal opportunity employer
_____ federal income tax
_____ FICA tax
_____ fringe benefits
_____ gross income or pay
_____ state income tax
_____ unemployment compensation
_____ union dues

_____ interview
_____ net income or pay
_____ overtime pay
_____ pay period
_____ personal data
_____ personnel manager
_____ references
_____ reliable
_____ salary
_____ seniority benefits
_____ trainee or apprentice
_____ union

+ word read correctly

- word read incorrectly

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Form B is to be used with this sheet and follows. **Long Term Goal:** ____________ will improve academic performance.						
Shortterms:						
a. Given a list of functional words (see attached), ____________ will be able to orally read 85% of the words as measured by teacher recording of words read.						
b. Given a list of functional words (see attached), ____________ will be able to orally read 100% of the words as measured by teacher recording of words read.						
c. ____________ will be able to write a personal letter with fewer than three errors.						
d. ____________ will be able to write a business letter with fewer than three errors.						
e. ____________ will be able to read 12 out of 16 medicine labels orally and explain their meaning to teacher satisfaction.						
f. ____________ will be able to read 12 out of 16 warning labels orally and explain their meaning to teacher satisfaction.						
g. ____________ will look over his/her work to check for errors before he hands it in 75% of the time as measured by a decrease in "careless" errors.						
h. ____________ will do a seatwork assignment correctly _____% of the time as measured by teacher observation.						
i. ____________ will work cooperatively on a task with a peer _____% of the time as measured by teacher observation.						

Form B, p. 1

_____ ambulance
_____ caution
_____ danger
_____ exit
_____ explosives
_____ flammable
_____ fragile
_____ go
_____ poison
_____ police
_____ private
_____ prohibited
_____ wait
_____ walk
_____ warning
_____ don't walk
_____ emergency exit
_____ employees only
_____ fire alarm
_____ fire extinguisher

_____ hands off
_____ high voltage
_____ keep off
_____ keep out
_____ no admittance
_____ no smoking
_____ no trespassing
_____ quiet zone
_____ restricted area
_____ wet paint
_____ beware of dog
_____ do not disturb
_____ do not enter
_____ do not handle
_____ emergency fire escape
_____ handle with care
_____ please use handrail
_____ private - keep out
_____ wait on curb
_____ watch your step

+ word read correctly

- word read incorrectly

Form B, p. 2

_____ cashier
_____ closed
_____ directions
_____ directory
_____ down
_____ elevator
_____ enter
_____ entrance
_____ escalator
_____ fragile
_____ gentlemen
_____ hospital
_____ in
_____ information
_____ ladies
_____ left
_____ men
_____ office
_____ open
_____ out
_____ paying
_____ pull
_____ push
_____ receiving
_____ reserved
_____ right
_____ stairway
_____ taxi
_____ toilet
_____ trash
_____ up

_____ women
_____ bus stop
_____ deposit coin
_____ for rent
_____ for sale
_____ no vacancy
_____ public telephone
_____ self-service
_____ temporarily closed
_____ ticket office
_____ U. S. mail
_____ waiting room
_____ walk in
_____ handle with care
_____ keep to right
_____ lost and found
_____ open - come in
_____ ring for service
_____ this side up
_____ this way out
_____ please pay when served
_____ help keep our park clean
_____ not for deposit of mail
_____ please wait to be seated
_____ will return at 1:00 p.m.
_____ no person under 18 years of age allowed
_____ admission
adults $2.00
children(5-14) . 1.00
children under 5 .free

+ word read correctly

- word read incorrectly

_____ This prescription cannot be refilled
_____ Warning: If pain and cough persist more than 3 days . . .
_____ Take medication on an empty stomach . . .
_____ Warning: Do not exceed recommended dosage.
_____ Contains 15% alcohol
_____ This prescription may be refilled
_____ Take one tablet every 4 hours for pain.
_____ Do not drink or eat dairy products while . . .
_____ One capsule after each meal and one at bedtime . . .
_____ Do not take with milk, juice, or . . . . .
_____ Do not drink alcoholic beverages . . .
_____ Take medication at times circled below . . .
_____ This Rx may be refilled.
_____ Adults: 2 teaspoonsful . . .
_____ May cause drowsiness . . .
_____ - Open - Close Tightly Push down while turning

_____ Keep out of reach of children
_____ Danger: Extremely flammable . . .
_____ Do not use after . . .
_____ Shake well
_____ Warning: Harmful to the skin and eyes
_____ Not to be taken by mouth
_____ Caution: Avoid contamination of food
_____ May cause drowsiness
_____ Keep in refrigerator . .
_____ Caution: Avoid prolonged breathing of fumes . . .
_____ Discard unused portion . . .
_____ Caution: If swallowed, call MD or poison control . . .
_____ For external use only
_____ Caution: Federal law prohibits. . .
_____ Read entire label. . .
_____ Warning: To prevent loss of potency . . .

+ word read correctly
- word read incorrectly

Long Term Goal:

Not Applicable | Review Date | Review Date | Review Date | Review Date | Mastery Date

____________________ will improve academic performance.

Shortterms:

j. ____________ will approach the teacher and ask appropriately for help in ____ out of ____ situations as measured by teacher charting of behavior.

k. ____________ will turn in neat papers _____% of the time as measured by teacher observation.

l. ____________ will accept correction of his/her work _____% of the time as measured by teacher observation.

m. ____________ will go back over work to check for errors _____% of the time as measured by teacher observation.

n. ____________ will correct incorrect work handed back by the teacher _____% of the time as measured by teacher observation.

o. ____________ will attempt to solve a problem with school work before asking for help _____% of the time as measured by teacher observation.

p. ____________ will use time productively while waiting for teacher assistance _____% of the time as measured by teacher observation.

q. ____________ will follow teacher verbal directions _____% of the time as measured by teacher observation.

r. ____________ will acknowledge not knowing the answer to a question _____% of the time as measured by teacher observation.

s. ____________ will ask a question appropriate to the information needed _____% of the time as measured by teacher observation.

Long Term Goal:

________________________________ will improve academic performance.

Shortterms:

t. When given assignments, ____________________ will complete _____% of them in a ______________ period.

u. When given an assignment, ____________________ will be able to read the directions silently and follow them accurately as measured by a _____% decrease in student questions to the teacher relating to the assignment.

v. While a lesson is being given, ________________ will look at the teacher _____% of the time.

w. ___________________ will remain on task for _______ minutes as observed by the teacher.

x. ___________________ will complete _____% of assigned homework as measured by teacher recording of assignments completed.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

_____________________ will be able to greet others in an appropriate manner.

Shortterms:

a. ____________________, when required, will introduce himself to another by saying, "Hello, my name is ____________________________," or the equivalent 95% of the time as measured by teacher observation.

b. ___________________ will look others in the eye when greeting them _____% of the time as measured by teacher observation.

c. ___________________ will state his/her name when asked ____% of the time as measured by teacher observation.

d. ___________________ will smile when encountering a friend or acquaintance ____% of the time as measured by teacher observation.

e. ___________________ will greet adults and peers by name _____% of the time as measured by teacher observation.

f. ___________________ will respond to an introduction by shaking hands _____% of the time as measured by teacher observation.

g. ___________________ will introduce two people to each other in ____ out of ____ situations as requested by the teacher.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

________________________ will be able to appropriately care for the school environment.

Shortterms:

a. _____________________ will identify what needs to be thrown away, carry it over, and throw it into the appropriate waste receptacle 80% of the time as measured by teacher observation.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

__________________________ will be able to deal appropriately with emergency situations.

Shortterms:

a. When presented with emergency situations, real or simulated, _________________ will be able to say which should be reported to the teacher.

b. ____________________ will help the teacher when asked in ____ out of ____ situations.

c. ____________________ will help a peer when asked ____% of the time as measured by teacher observation.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: ____________________ will display appropriate lunchroom behavior.						
Shortterms: a. When given food which cannot be eaten reasonably neatly with the hands, ____________________ will use the utensils provided in a proper way.						

Long Term Goal:

_____________________________ will be able to express his/her own feelings and emotions.

Shortterms:

a. _______________________, when asked how he/she feels, will be able to give an adequate verbal description of his feelings or moods.

b. _______________________ will exhibit a good sense of humor by responding appropriately to jokes or humorous situations 80% of the time as measured by teacher observation.

c. _______________________ will handle unpleasant feelings appropriately by asking for a meeting 80% of the time with the social worker, teacher, or principal rather than engaging in inappropriate behavior.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

__________________________ will participate appropriately in classroom discussion.

Shortterms:

a. ____________________ will express his/her opinion during a classroom discussion even when contrary to opinions of others 80% of the time as measured by teacher observation.

b. ____________________ will use a tone of voice in classroom discussion appropriate to the situation ____% of the time as measured by teacher observation.

c. ____________________ will make relevant remarks in a classroom discussion as measured by a reduction of irrelevant remarks to ____%.

d. When appropriate, ________________ will express opinions in classroom discussion even when contrary to opinions of others.

e. ____________________ will provide reasons for opinions expressed in group discussion in ____ out of ____ situations as measured by teacher observation.

f. ____________________ will volunteer an answer to a teacher's question in ____ out of ____ situations as recorded by teacher charting of behavior.

g. When given the opportunity, ____________________ will voluntarily participate in class discussion ____% of the time.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: _________________________ will be able to find acceptable ways of using free time when work is completed.						
Shortterms:						
a. During a period of time when nothing is scheduled for him/her, ________________ will find ways of using the free time which the teacher defines as acceptable or constructive 80% of the time as measured by teacher observation.						

Long Term Goal:

____________________________________ will engage him/herself constructively in a social work or counseling situation.

Shortterms:

a. ____________________ will display a trust in adults by confiding a personal problem or concern on at least a weekly basis as measured by therapist anecdotal records.

b. ___________________ will identify and describe the moods of others ____% of the time as requested by the teacher.

c. ___________________ will participate in a role playing activity ____ out of ____ times.

d. After being given material about self-concept and after working with the school counselor and/or social worker for one semester, __________________ will demonstrate a more positive self-image by being able to express his/her positive attributes.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

____________________ will demonstrate basic family/home life social competencies.

Note: In order to maximize the benefits of a school behavior management program, carry-over and communication with the family is important. The skills that follow represent behaviors commonly expected in the home situation. Many of these behaviors can be discussed/role-played at school. These behaviors and objectives can be made a component of total school/home behavior management program. Modifications to reflect the level(s) of performance and method(s) of observation/reporting should be made as appropriate.

Shortterms:

a. ____________________ will correctly state his home address (street and number) and home phone number upon teacher request.

b. ____________________ will correctly write his home address (street and number) and home phone number upon teacher request.

c. ____________________ will keep his/her room in a tidy condition as measured by parental observation.

d. ____________________ will take care of his/her clothing in an age-appropriate manner as measured by parental observation.

e. ____________________ will dress and groom in a manner appropriate to a specific situation (play, school, dress-up) as measured by parental observation.

f. ____________________ will participate at an age-appropriate level in family activities.

g. Upon teacher request, ____________________ will accurately discuss the role of each family member by citing at least two responsibilities of each person.

h. ____________________ will meet and greet neighbors in a socially acceptable manner.

i. ____________________ will meet strangers with acceptable caution.

j. ____________________ will use the telephone with socially accepted practices.

k. ____________________ will practice proper table manners.

l. ____________________ will take pride in home surroundings.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: _______________ will participate appropriately in group situations.						
Shortterms:						
k. _______________ will initiate and carry out a group activity ____% of the time as measured by teacher observation.						
l. During a conversation, _______________ will look at the person speaking and correctly repeat (when asked) what the other person has said in ____ out of ____ situations as recorded by teacher observation.						
m. When assistance is requested by either a peer or an adult, _______________ will provide assistance 75% of the time as measured by teacher charting of behavior.						
n. _______________ will cooperate with others in group situations 80% of the time as measured by teacher charting of group dynamics and behavior.						
o. _______________ will participate in group situations without frustration 80% of the time as measured by fewer than three incidents per week of frustration as recorded by group leader.						
p. Upon request, _______________ will state 5 values of his/her school experiences as these experiences relate to larger social experiences and realities.						

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: ______________________ will demonstrate basic family/home life social competencies.						
Shortterms:						
m. ______________________ will discuss the importance of structure, limits, regularity and systematic procedure in home life.						
n. ______________________ will be pleasant and courteous toward family members.						
o. ______________________ will discuss his position in and contribution to the family.						
p. ______________________ will discuss the importance of discipline of children.						
q. ______________________ will participate in organized recreational activities.						
r. ______________________ will share home responsibilities appropriate to age.						
s. ______________________ will locate his home with respect to his community.						
t. ______________________ will discuss roles of community helpers (police, doctor, etc.).						
u. ______________________ will behave appropriately in social situations: in a restaurant in the library on public transportation at the theatre, etc.						
v. ______________________ will request help when lost.						
w. ______________________ will know locations of important places: homes of friends principal stores school father's work,etc.						
x. ______________________ will locate homes of friends.						
y. ______________________ will locate significant places in the community.						

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: _______________ will demonstrate basic family/home life social competencies.						
Shortterms:						
z. _______________ will discuss way to obtain help from: police fire department teachers health services						
a1. _______________will choose companions wisely.						
b2. _______________will select suitable entertainment outside the home						
c3. _______________ will entertain self.						
d4. _______________ will participate in community sports and activities ("Y", Scouts)						

Long Term Goal:

____________________ will diminish the incidence of inappropriate classroom behavior.

Shortterms:

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

______________________ will develop appropriate interaction among peers.

Shortterms:

a. While playing an organized game, ____________________ will follow the rules of the game in ____ out of ____ situations as observed by the teacher.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

____________________________ will extinguish aggressive behaviors.

Shortterms:

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

____________________________________ will decrease nervous physical activity.

Shortterms:

a. When in class, __________________ will sit quietly, without engaging in nervous physical activity for a _______ minute period ______% of the time.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

________________________ will follow directions.

Shortterms:

a. ____________ will watch an audiovisual presentation quietly ___% of the time as measured by teacher observation.

b. ____________ will listen to a speaker in the class ___% of the time as measured by teacher observation.

c. ____________ will listen to assignment directions ___% of the time as measured by a reduction in requests for teacher repetition of directions.

d. ____________ will listen to answers to questions ___% of the time as measured by a reduction in requests for repetition(s) of the answer(s).

e. ____________ will look at the chalkboard for assignment directions ___% of the time as measured by a reduction in teacher cues.

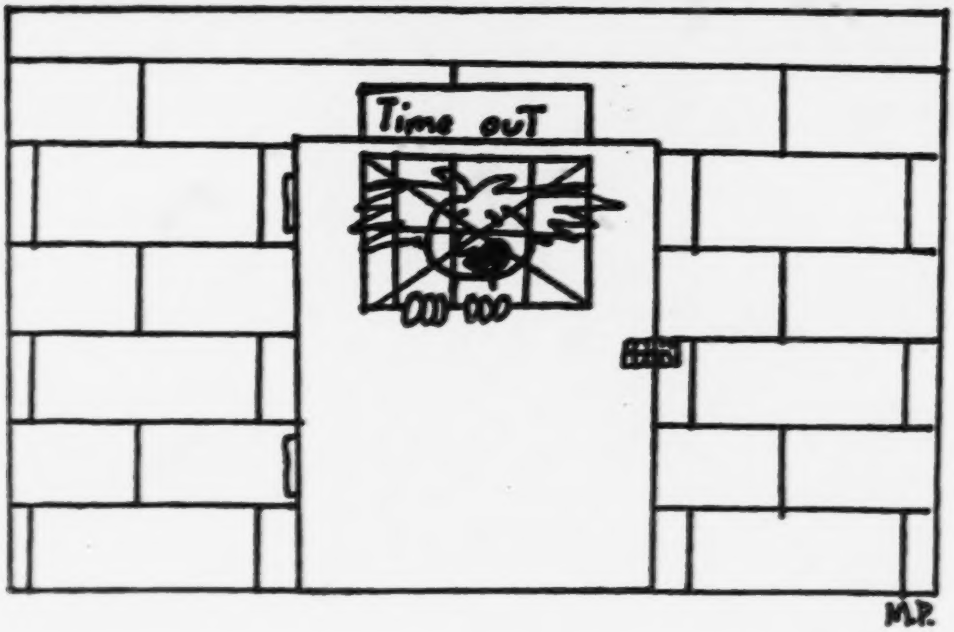
f. ____________ will follow simple directions after hearing them ___times, ___% of the time as measured by teacher observation.

g. ____________ will follow written directions ___% of the time as measured by teacher observation.

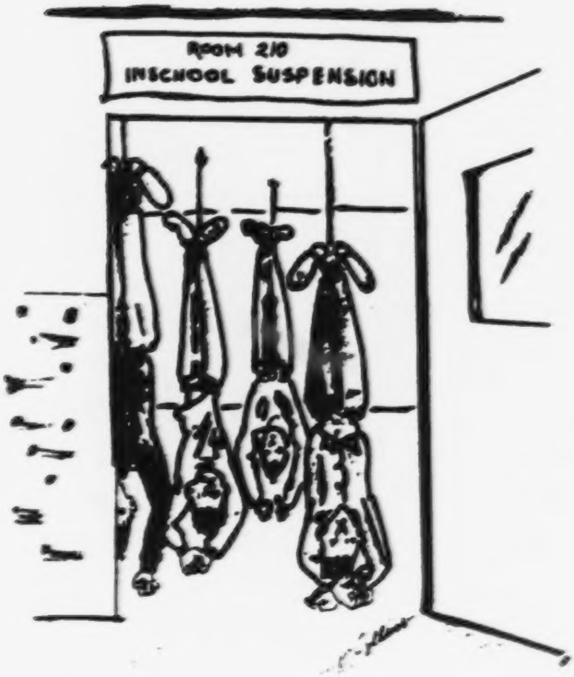
h. When given oral directions by the teacher in a ___ minute class period, ____________ will follow them with ___% accuracy.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal:						
____________________ will accept the consequences of his/her behavior.						
Shortterms:						
a. ____________________ will report to the teacher after spilling or breaking something ____% of the time as measured by teacher observation.						
b. ____________________ will apologize when actions have injured or infringed upon another ____% of the time as measured by teacher observation.						
c. ____________________ will accept the consequences of wrong-doing ____% of the time as measured by teacher charting of behavior.						
d. ____________________ will distinguish truth from untruth or fantasy in his/her own statements upon teacher request ____% of the time.						
e. ____________________ will answer truthfully when asked about wrong-doing ____% of the time as measured by teacher observation.						
f. ____________________ will identify the consequences of behavior involving wrong-doing ____% of the time as measured by teacher observation.						



Student Discipline


ROOM 210
INSCHOOL SUSPENSION

Suspension/Expulsion

Suspension or expulsion of students are disciplinary techniques utilized by schools to deal with inappropriate student behavior. Rules governing these procedures are specified in The School Code of Illinois, Ch. 122, 10-22.6. Suspension and expulsion policies for regular education students are promulgated by the local school board. Readers wishing more information on these policies are advised to examine their policy manual or consult with the district superintendent.

The Rules and Regulations to Govern the Administration and Operation of Special Education, Article 2.04, specifies the conditions and responsibilities of a school district in suspending a special education student. Analysis of the procedures delineated for suspension/expulsion of exceptional students reveals various salient points. Exceptional children between the ages of 3 and 21 may not be permanently excluded from school. Schools are specifically prohibited from exclusion because of: 1) direct action of the board of education; 2) inability of the district to provide an educational program; or 3) informal agreement between parents and school district which allows the child to remain without an educational program.[1] The courts have consistently interpreted the above to mean that school districts cannot expel a student if the misbehavior can be traced to the student's handicapping category. An exceptional student's "label" does not enable a district to suspend without impunity. Rulings have stated that obviously this aspect of a student's disability was not included in the initial evaluation; therefore, the school district needs to re-evaluate the student in light of current behavior and include it as a secondary characteristic.

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[1] Rules and Regulations to Govern the Administration and Operation of Special Education, 2.04,1.

Students eligible for special education services may not be suspended for behavior which typifies or results from their handicap. There is an interpretation of both The School Code of Illinois and the Rules and Regulations for special education which states that suspension may be used, not to exceed an aggregate of 10 days. At the end of the ten days, a staffing must be held to determine the appropriateness of the present educational placement. Some interpretation also holds that special education services must be provided during the time a special education student is excluded from school.

YOUR RIGHTS IN BRIEF*

As the parents of a child who is receiving special education benefits, you have certain rights which are safeguarded by state and federal statute. The rights to which you are entitled are listed below in abbreviated form under eight headings.

RECORDS:

1) Right to inspect and review records;
2) Right to obtain copies of records at cost;
3) Right to be informed of all types and locations of records being collected, maintained or used by the agency;
4) Right to ask for an explanation of any item in the records;
5) Right to ask for an amendment of any record on the grounds it is found inaccurate, misleading or violates privacy rights;
6) Right to a hearing if the agency refuses to make the requested amendment.

INDEPENDENT EVALUATION:

1) Right to an independent educational evaluation;
2) Right to have the independent evaluation considered when placement and program decisions are made;
3) Right to be told where an independent evaluation may be obtained at no expense or low expense;
4) Right to have the agency pay for the independent evaluation if the agency's evaluation is not appropriate;
5) Right to be told the procedures for obtaining an independent evaluation at public expense and the conditions under which such an evaluation may be obtained.

NOTICE:

1) Right to notice before the agency initiates or changes (or refuses to initiate or change) the identification, evaluation or placement of your child;
2) Right to have that notice in writing, in your native language, or other principal mode of communication, at a level understandable to the general public;
3) Right to have the notice describe the proposed action, explain why it is proposed, describe the options considered and explain why those other options were rejected;
4) Right to be notified of each evaluation procedure, test, record or report the agency will use as a basis for any proposed action.

CONSENT:

1) Right to give consent before an evaluation is conducted and before initial placement is made in special education;
2) Right to revoke consent at any time;
3) Right of the agency to proceed in the absence of consent to a hearing to determine if your child should be initially placed.

HEARING:

1) Right to request an impartial due process hearing to question the agency's identification, evaluation, or placement of your child or to question the agency's provision of a free appropriate public education;
2) Right to be told of any free or low-cost legal and other relevant services available (e.g., expert on handicapping conditions that may be a witness at the hearing);
3) Right to have the hearing chaired by a person not employed by a public agency involved inthe education of your child or otherwise having any personal or professional interest in the hearing;
4) Right to see a statement of the qualifications of the hearing officer;
5) Right to be advised and accompanied at the hearing by counsel and to be accompanied by individuals with special knowledge or training in problems of the handicapped;
6) Right to have your child present;
7) Right to have the hearing open to the public;
8) Right to present evidence and confront, cross-examine and compel the attendance of witnesses;
9) Right to prohibit the introduction of any evidence at the hearing that has not been disclosed at least five days before the hearing;
10) Right to have a record of the hearing;
11) Right to obtain written findings of fact and a written decision within 45 days after the initial request for the hearing;
12) Right to appeal to the Illinois State Board of Education and receive a decision within 30 days of the filing of an appeal;
13) Right to have a hearing and an appeal set at a time reasonably convenient to the parent;
14) Right to appeal a decision from the Illinois State Board of Education in court;
15) Right to have your child remain in his or her present educational placement during the pendency of the administrative proceeding, unless parent and agency agree otherwise.

EVALUATION PROCEDURES:

1) Right to have a full and individual evaluation of your child's educational needs;
2) Right to have more than one criterion used in determining an appropriate educational program for your child ;

3) Right to have the evaluation performed by a multidisciplinary team;
4) Right to have your child assessed in all areas related to the suspected disability;
5) Right to have a re-evaluation every three years or more frequently if conditions warrant or if you or your child's teacher request it.

LEAST RESTRICTIVE ENVIRONMENT:

1) Right to have your child educated with non-handicapped children to the maximum extent possible;
2) Right to have your child removed from the regular educational environment only after supplementary aids and services were tried and found unsatisfactory;
3) Right to have a continum of alternative placements so that removal from the regular educational environment can be the least necessary deviation;
4) Right to have supplementary services, such as resource room or itinerant instruction, to make it possible for your child to remain in a regular class placement;
5) Right to have a placement in the school your child would attend if non-handicapped unless the individual education plan requires some other arrangement;
6) Right of your child to participate with non-handicapped children in non-academic and extra-curricular services and activities, such as meals, recess, counseling, clubs, athletics, and special interest groups.

CONFIDENTIALITY OF INFORMATION:

1) Right to restrict access to your child's records by withholding consent to disclose records;
2) Right to be informed before information in your child's file is to be destroyed;
3) Right to be told to whom information has been disclosed.

These rights may be found in the Federal Register. The format in which they appear in this notice is based on Educational Rights of Handicapped Children (pp.29-30), Reed Martin, Author, Research Press Company, 1977.

Pre-Vocational Goals

The area of pre-vocational skills encompasses basic literacy skills in reading, writing, math, consumer economics, and career awareness. Included in this section are suggested materials to be used, possible topics and classroom activities, and specific longterm goals and shortterm objectives.

MATERIALS	COMPANY	LEVEL USED
1.a. English for Everyday Living	1.a. Ideal	1.a. High School
b. Real Life Reading Skills	b. Scholastic	b. High School
c. Basic Skills for Everyone	c. CEBCO	c. High School
d. My Job Application File	d. Janus	d. High School
e. Getting a Job	e. Fearon	e. High School
f. Application Forms	f. Frank Richards	f. High School
g. Applications and Forms	g. Interpretive Ed.	g. High School
h. Working with Others	h. Steck Vaughn	h. High School
i. Finding Work	i. Follett	i. High School
j. Ace 501	j. Scott Foresman	j. High School
2.a. Everyday Reading & Writing	2.a. Ideal	2.a. High School
b. How to Get a Job	b. Visual Materials	b. High School
c. Jobs in Your Future	c. Follett	c. High School
3.a. Everyday Reading & Writing	3.a. Ideal	3.a. High School
b. How to Get a Job	b. Visual Materials	b. High School
c. Jobs in Your Future	c. Follett	c. High School
4.a. Everyday Reading & Writing	4.a. Ideal	4.a. High School
b. How to Get a Job	b. Visual Materials	b. High School
c. Jobs in Your Future	c. Follett	c. High School
5.a. Understanding Yourself	5.a. Steck Vaughn	5.a. High School
b. Becoming a More Effective Persons	b. Steck Vaughn	b. High School
6.a. Turner Livingston Job Series 1) Wanting a Job 2) Training for a Job 3) Starting a Job 4) Looking for a Job 5) Holding a Job 6) Changing a Job	6.a. Follett	6.a. High School
7.a. How to Hold Your Job	7.a. Steck Vaughn	7.a. High School
b. Teenagers Prepare for Work	b. Carson	b. High School
8.a. Becoming a More Effective Person	8.a. Steck Vaughn	8.a. High School
b. Working with Others	b. Steck Vaughn	b. High School
9.a. Becoming a More Effective Person	9.a. Steck Vaughn	9.a. High School
b. Working with Others	b. Steck Vaughn	b. High School

MATERIALS	COMPANY	LEVEL USED
10.a. Budgeting	10.a. Follett	10.a. High School
b. Everyday Business	b. Lawson Co.	b. High School
c. The Bank Book	c. Frank Richards	c. High School
d. Banking, Budgeting Employment	d. Frank Richards	d. High School
e. Getting Ready for Pay Day	e. Frank Richards	e. High School
f. All About Jobs	f. Mafex	f. High School
11.a. Basic Competency Bks. 6,7,8	11.a. Milliken	11.a. High School
12.a. Be Informed	12.a. New Readers Press	12.a. High School
b. Skills for Everyday Living	b. Motivation Development	b. High School
c. Meeting Basic Comp. in Reading	c. Frank Richards	c. High School
d. In Your Community	d. Fearon	d. High School

Possible Topics for Career Awareness

Goals/Shortterm Objectives and Activities

1. Types of Jobs
    - a) Layman's
    - b) Professional

2. How to Get a Job
    - a) Proper Dress
    - b) Proper Behavior
    - c) Experience
    - d) Importance of a High School Diploma
    - e) Filling out an Application
    - f) The Interview
    - g) Accepting a Position

3. Work Responsibilities
    - a) Doing What the Job Requires
    - b) Being on Time
    - c) Attendance

4. Banking
    - a) Savings
    - b) Checking
    - c) Loans
    - d) Paychecks

5. Budgeting and Finances
    - a) Saving Money
    - b) Living on Your Own
    - c) Paying Bills on Time
    - d) Debts
    - e) Buying on Credit
    - f) Being a Wise Shopper

Industrial Arts & Activities

1. Tools
    - a) Names
    - b) How they are Used

2. Wood Work
    - a) Hand Saw
    - b) Scroll Saw
    - c) Sanding
    - d) Patching
    - e) Painting

3. Crafts
    - a) Plaster Molds
    - b) Chalking & Painting Plaster Molds
    - c) Model Building & Painting

4. Sports
    - a) Soft Ball
    - b) Flag Football
    - c) Track

Possible Topics for Independent Living

Goals/Shortterm Objectives and Activities

1. Four Food Groups
   - a) Meat & Poultry
   - b) Breads & Cereals
   - c) Fruits & Vegetables
   - d) Dairy Products

2. Coupons & Wise Shopping
   - a) Newspaper Ads
   - b) Bargains vs. Value
   - c) Price vs. Weight
   - d) Store Coupons

3. Setting a Table
   - a) Informal
   - b) Formal

4. Decorating
   - a) Interior
   - b) Exterior
   - c) Cooking

5. General House Care
   - a) Washing Dishes
   - b) Ironing
   - c) Dusting
   - d) Mopping
   - e) Making Beds

6. Entertaining
   - a) Attending
   - b) Hostessing
   - c) Planning

7. Cooking
   - a) Terms
   - b) Safety
   - c) Quick Meals
   - d) Prepared Meals
   - e) Informal Meals
   - f) Formal Meals
   - g) Cooking for 1, 2 or a Crowd

8. Leisure Time
   - a) Sewing
   - b) Arts & Crafts

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: _______________________ will learn to complete job applications. Shortterms: a. _______________ will fill out a variety of job application forms with _______% accuracy.						

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal:						
____________________ will develop skills necessary for the acquisition of a job.						
Shortterms:						
a. ____________________ will be able to identify types of occupations which coincide with his skills with _____% accuracy.						
b. ____________________ will be able to identify types of occupations which are commensurate with his/her likes and dislikes with _____% accuracy.						
c. ____________________ will be able to utilize newspaper want ads to locate job openings with _____% accuracy.						
d. ____________________ will be able to complete job application forms with _____% accuracy.						
e. ____________________ will be able to make appropriate arrangements by phone for an interview with _____% accuracy.						
f. ____________________ will be able to conduct him/herself appropriately in interview with _____% accuracy.						
g. ____________________ will be able to exhibit personal hygiene and dress standards appropriate for various jobs with _____% accuracy.						
h. ____________________ will be able to maintain habits of punctuality and preparedness with _____% accuracy.						
i. ____________________ will be able to utilize appropriate communication skills when dealing with others with _____% accuracy.						

Long Term Goal: Form A is to be used with this sheet and follows.

____________________ will increase pre-vocational/career education skills.

Shortterms:

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
a. ____________________ will correctly orally read 18 out of 20 employment signs. (see attached - Form A)						
b. ____________________ will correctly match 20 out of 25 employment vocabulary words to the corresponding definition (see Form A).						
c. ____________________ will correctly identify 45 out of 55 employment abbreviations to teacher satisfaction.						
d. ____________________ will be able to discuss different skills and knowledge required to perform the variety of jobs in the working world.						
e. ____________________ will be able to discuss government agencies which can help individuals with training for and obtaining jobs.						
f. ____________________ will be able to discuss relationship between working hours and wages.						

Form A, p. 1

_____ Agcy.
_____ am
_____ appt.
_____ bd.
_____ ben.
_____ betw.
_____ Co.
_____ Col. grad.
_____ Corp.
_____ deliv.
_____ Dept.
_____ EOE
_____ eve
_____ exp.
_____ exper.
_____ Excell.
_____ F/T
_____ furn.
_____ Gen.
_____ hr.
_____ hi-schl. grad.
_____ HSG
_____ immed.
_____ ins.
_____ lic.
_____ M/F
_____ min.
_____ mgmt.

_____ mgr.
_____ mo.
_____ Nat'l
_____ nec.
_____ ofc.
_____ oppty.
_____ pd.
_____ perm.
_____ ph.
_____ pm
_____ pos.
_____ pref.
_____ pref'd
_____ P/T
_____ Refs.
_____ Refs. req'd
_____ rm.
_____ sal.
_____ temp.
_____ trnee.
_____ transp.
_____ w/
_____ wk.
_____ wkly.
_____ wknds.
_____ yr.
_____ yrs.

+ word read correctly

- word read incorrectly

Form A, p. 2

_____ Applications
_____ Receptionist
_____ Help wanted
_____ Apply here
_____ Employees only
_____ Job information
_____ Employment office
_____ Employment agency
_____ Personnel office
_____ Personnel manager

_____ No help wanted
_____ Apply at office
_____ Director of personnel
_____ Equal opportunity employer
_____ Part time help wanted
_____ Apply at personnel office
_____ No unauthorized persons . .
_____ All visitors . . .
_____ Applications accepted
_____ Authorized personnel only

_____ appearance
_____ application
_____ deductions
_____ employee
_____ employer
_____ equal opportunity employer
_____ federal income tax
_____ FICA tax
_____ fringe benefits
_____ gross income or pay
_____ state income tax
_____ unemployment compensation
______ union dues

_____ interview
_____ net income or pay
_____ overtime pay
_____ pay period
_____ personal data
_____ personnel manager
_____ references
_____ reliable
_____ salary
_____ seniority benefits
_____ trainee or apprentice
_____ union

+ word read correctly

- word read incorrectly

A Curriculum Guide for Students
Labeled Behavriorally Disordered

Written by

Marjorie E. Peary, Ph.D.

for the

LaSalle County Educational Alliance

for Special Education

BEHAVIORALLY DISORDERED CURRICULUM GUIDE: Outline/Table of Contents

I. Definitions of Behavior Disorders

II. Behavior Management

- A. Definition/General Strategies
- B. Behavior Modification
- C. Behavior Management Forms
- D. Possible Reinforcers
- E. Token Reinforcement

III. Selected Instructional Strategies

- A. Engineered Classroom - Hewett
- B. Crisis Intervention - Morse
- C. Behavior Therapy

IV. I.E.P. Development

- A. Writing Longterm Goals
- B. Writing Shortterm Objectives
- C. Specific Behaviorally Disordered Longterm Goals and Shortterm Objectives

V. Student Discipline

- A. Truancy
- B. Youth Service Bureau
- C. Suspension/Expulsion
- D. Parent Rights in Brief

VI. Pre-Vocational Goals and Materials

VII. Circuit Breaker School

Definition of Behaviorally Disordered

The central difficulty in defining what is meant by the term "behavior disorders" is the lack of strong consensus among experts in the field. Reeve and Kauffman state that "There is no generally accepted definition of the behaviorally disordered or emotionally disturbed child."[1] They feel that children are classified into this category because someone labels the child in that manner rather than on the basis of observable, generally agreed upon traits or behaviors. Reeve and Kauffman also state that the key is disruptive behavior patterns based upon long-standing problems, behavior which is inappropriate for the time and place, and existence of numerous problem behaviors.[2] Newcomer cites various definitions and states that each represents a particular theoretical bias. She does feel that all definitions of behaviorally disordered/emotionally disturbed share the common thread of "...disturbance inferred from behavior."[3] Kauffman defines behavior disorders as "...those who chronically and markedly respond to their environment in socially unacceptable and/or personally unsatisfying ways..."[4] Morse defines behavioral disorders as "...one who is persistently unable to cope with a reasonable school environment even though expectations are geared to his age and potential."[5] Kirk defines a behavior disorder as a "deviation from age-appropriate behavior which significantly interferes with (1) the child's own growth and development and/or (2) the lives of others."[6]

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[1] Ronald Reeve and James Kauffman, as cited in Behavior of Exceptional Children, ed. Norris G. Haring (Columbus: Charles E. Merrill Pub.,1978), p.125.

[2] Ibid., p. 127-8.

[3] Phyllis L. Newcomer, Understanding and Teaching Emotionally Disturbed Children (Boston: Allyn and Bacon, 1980), p. 6.

[4] Reeve and Kauffman, in Behavior of Exceptional Children, p. 128-9.

[5] W. C. Morse, as cited in Special Education for the '80s, by Bill R. Gearheart (St. Louis: C. V. Mosby Co., 1980), p. 292.

As with any category of exceptionality, there exists a range of handicap severity. The extreme range includes "...profound, chronic disorders known as childhood psychosis, childhood schizophrenia, or autism."[7] These students are generally served in clinics, special schools, residential and day care facilities. State agencies such as the Department of Mental Health have a mandate to serve students with these profound emotional/behavioral disorders, although they use their own criteria in determining eligibility for services. Often, according to Mental Health standards, children who exhibit what schools consider to be severe disorders are considered to be "conduct disorders" or having "...an undersocialized or aggressive reaction to childhood." However, regardless of controversies over terminology, it is notable that children diagnosed as schizophrenic or autistic are specifically included under P.L. 94-142. Thus, children exhibiting these severe types of behavioral disorder are entitled to educational programming and services delineated by federal legislation. However, from a practical viewpoint, children with severe emotional and behavioral disturbances who are considered to be "...losing touch with reality..."[8] are not included in the self-contained and resource public school special education classes which are the focus of this discussion. Also, autistic children were recently (1981) removed from the "emotionally disturbed" category of P.L. 94-142, and reclassified as "Other Health Impaired."

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[6] S. A. Kirk, Educating Exceptional Children (Boston: Houghton Mifflin, 1972), p. 389.

[7] Reeve and Kauffman, in Behavior of Exceptional Children, p. 129.

[8] Ibid., p. 130.

Since the passage of P.L. 94-142, states have been required to provide special education programs and services in accordance with federal dictates. For this reason, federal and state definitions of handicap conditions closely parallel one another, with the exception of the categories of Behavioral Disorder and Educational Handicap. Both the federal and state definitions of Behavioral Disorders will be presented. It is hoped that these definitions will promote better understanding of the guidelines and requirements utilized in the placement of behaviorally disordered students.

Within P.L. 94-142, the terminology of Behaviorally Disordered is not used. Instead, reference is made to the classification of "seriously emotionally disturbed" which is defined as follows:

> (i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:
> (A) An inability to learn which cannot be explained by intellectual, sensory, or health factors;
> (B) An inability to build or maintain satisfactory interpersonal relationships with peers or teachers;
> (C) Inappropriate types of behavior or feelings under normal circumstances;
> (D) A general pervasive mood of unhappiness or depression; or
> (E) A tendency to develop physical symptoms or fears associated with personal or school problems.
> (ii) The term includes children who are schizophrenic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.[9]

Illinois subdivides this federal category of "seriously emotionally disturbed" into two categories: educationally handicapped and behaviorally disordered.

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[9] Federal Register, Vol. 42, No. 163, 121a.5, Handicapped Children Section 8.

For federal child count reporting purposes, students in the above two categories are classified according to the federal category. However, Illinois treats these categories as separate entities for service provision purposes.

In referring to "Behaviorally Disordered" students, Illinois statute uses the term Maladjusted Children and the following definition:

> ...children between the ages of 3 and 21 years who because of social or emotional problems are unable to make constructive use of their school experience and require the provisions of special services designed to promote their educational growth and development.[10]

Special education programs in Illinois are impelemented through the Rules and Regulations which use this definition.

> The child exhibits an affective disorder and/or adaptive behavior which significantly interferes with his or her learning and/or social functioning.[11]

Thus, the federal definition relating to behavior disorders specifies a variety of affective characteristics and includes children with serious or profound emotional disabilities. It is a more rigorous definition than is used in Illinois and suggests emotional disabilities that may require more intensive intervention than is generally offered in public school special education classes. The overall intent of both these federal and state statutes is to provide a vehicle for serving exceptional students with behavior problems.

The category of behavior disorders encompasses a wide range of handicapping behavior. Problems range from the mild behaviors exhibited by up to 30% of all children sometime during their development, to the profound, chronic disorders known as childhood psychosis or schizophrenia. Quay identifies four patterns found among those categorized as behaviorally disordered. These include: 1) conduct disorder (aggression); 2) personality disorder (withdrawal); 3) immaturity; and 4) socialized delinquency. A brief discussion of these subcategories is provided to acquaint teachers with the multiplicity of behaviors categorized by the label "behaviorally disordered."

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[10] The School Code of Illinois, Ch. 122, Article 14-1.03.

[11] "Rules and Regulations to Govern the Administration and Operation of Special Education," Article 9.16.

Conduct disorder is a pattern of aggressive behavior, both verbal and physical. Defiance and hostility toward authority figures are characteristics, as well as repeated conflict with siblings, parents, classmates, teachers and the community. There is an inability to form and maintain satisfactory interpersonal relationships both with peers and adults. Behavior and/or feelings are inappropriate to the time and place. Specifically, characteristics of this category are combinations of disobedience, disruptiveness, destructiveness, fighting, profanity, defiance, impulsiveness, irritability, lawlessness, and distrust of others.

Juvenile delinquency may be considered to reflect a special kind of emotional disturbance. Kirk states that in an average year, 3% of the youth in America are referred to a juvenile court. Morse, Cutler and Fink found that boys are referred to juvenile authorities more often than girls. Additionally, reported delinquency appears to be socio-economically related. Drug and substance abuse may also be factors. The key characteristic appears to be chronic violation of broad cultural mores and social values.

While conduct disorder focuses mainly upon aggressive behavior, personality disorder is characterized by withdrawal behavior. A general pervasive mood of unhappiness/depression is displayed. Often physical symptoms or fears are observed.

Timidity, shynesses, sensitivity, submissiveness, or extreme withdrawal may be characteristics. Additionally, evidence of specific forms of disturbance such as psychosis, neurosis, or schizophrenia are included in this category.

Immaturity is Quay's third cluster and represents less distinct behaviors. Poor coping skills, short attention span, clumsiness, and a preference for younger-aged friends may be observed. Additionally, it is within this category that we find concern relating to an inability to make satisfactory academic achievement or progress because of factors unrelated to mental retardation or Specific Learning Disability. Immature behavior may be coupled with daydreaming, lack of interest, and poor motivation for school tasks. A short behavior span may result in excessive attention-seeking, boisterous classroom behavior.

Socialized delinquency is a category developed by Quay which is deserving of special attention. Behavior categorized in this manner may be unacceptable to the school and society as a whole, but not maladaptive when it is compared to the social environment from which it arises. One could be considered a "good citizen" of a gang subculture, but at sharp variance with overall societal social and personal norms. In Illinois, some of the behavior included in this category is included in the Educationally Handicapped special education classification.

In summary, the category of Behavior Disorders encompasses a wide range of behaviors. Chronicity and severity of the displayed behavior are the key indicators signaling the need for intervention. Behaviorists, those who believe that behavior is learned, feel that inappropriate behavior can be replaced by appropriate behavior. Reinforcement of positive, appropriate behavior can eradicate or lessen the impact of inappropriate or maladaptive behavior. Other than the home, school is the second most powerful socializing influence on a child. The potential for productive behavioral change is within our grasp.

Operationally, the definitions given by Reeve and Kauffman as well as Hewett, reflect the philosophy and practical criteria used by L.E.A.S.E. in determining eligibility for behaviorally disordered services. Hewett describes children with emtotional/behavioral disorders as being maladapted or having a socialization failure.[12] As stated before, Reeve and Kauffman's definition focuses upon long-standing as well as numerous problems. This type of definition leads one to the conclusion that students classified in this manner need intensive and extended special education programs in order to be better able to adapt to and function within the norms and standards established by the community or school district where the child resides. The goal of this type of education is teaching appropriate behavior and the ability to adapt to the demands of society. This is true of Educationally Handicapped students as well as Behaviorally Disordered students, who are the focus of our present discussion.

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[12] Frank M. Hewett, The Emotionally Disturbed Child in the Classroom (Boston: Allyn and Bacon, 1968), p. 3.

Behavioral Management Strategies

One of the most important tasks facing either special education or regular division classroom teachers is establishing a classroom climate conducive to effective and efficient learning. Specifically, this requires the establishment of conduct (behavioral) expectations which will ensure that both individual and group "rights" are protected and maintained. Students who exhibit behaviors which deviate from established classroom expectations need to learn appropriate behaviors while eliminating undesirable behaviors.

Teachers often fail in their attempts to curtail disruptive or nonproductive behavior for two reasons. The first is inconsistency: 1) inconsistency in perception of what constitutes inappropriate behavior; and 2) inconsistency in reaction to undesirable behavior. The second reason for failure is lack of documentation or data gathering.

According to Prescott, there are three significant aspects of the handling of misbehavior. First, a person who really values a child never lets him "get away" with misbehavior. Persons who let children get away with misbehavior do so in order to save themselves bother or for some other personal reason. They do not do it for the child's sake. Children somehow know this. They exploit their privilege of misbehaving, but they do not derive security from it. They do not feel valued by the people who spoil them; quite the opposite, they feel that the person who won't take the trouble to correct them doesn't love them, although they are not able to put their feelings into words.

The second aspect of managing misbehavior is that a person who values a child is genuinely disappointed when the child misbehaves, but he does not reject the child emotionally, nor does he blame the child. He knows that the behavior was caused, and he may be able to sense some of the causes; consequently he does not reject the child as bad or unworthy. He is very sorry, however, that the combination of things evoked the misbehavior and disappointed that the child is not yet grown up enough and has not yet developed conscience, organized values, and perception enough to feel the undesirability of the behavior and avoid it. A person who values a child and understands that behavior is caused cannot reject or blame him, but is never-the-less compelled by his own valuing of the child to try to make the misbehavior an occasion for learning. Consequently, he deals positively with the situation.

The third aspect of managing misbehavior is in the timing of the disciplinary action and the demands made upon the individual who has misbehaved. A teacher must not be perpetually on the lookout for trouble. Judicious ignoring often gives a child the chance to think twice and not to persist in an undesirable pattern of behavior.

Children feel that they are picked on when their teachers are too meticulous in spotting little items of misconduct. At the same time, moving too rapidly to correct misconduct does not give children the necessary time to think twice, to cool off, and to see their behavior in perspective. The actual making of demands upon the child is often better deferred until a later time. But on no account does this mean that the demands are not to be made. Children have to learn to measure up to the requirements of sound moral and social codes.[1]

Prior to discussion of behavior modification techniques, a review of essential characteristics of a well-planned classroom is in order. If the teacher knows the activities and goals for the day, students are likely to move smoothly from one activity to another. Use of the following guidelines will enhance the atmosphere and behavior in the classroom:

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[1] Prescott, Daniel A., "The Child in the Educative Process," McGraw-Hill Book Co., Inc., Pages 74-76.

1. Alternate activities that students prefer most with those they like least;
2. Start and end the day with one of the more preferred activities;
3. Alternate different types of activity;
4. Plan all activities and have a place for everything in your schedule;
5. The schedule should be a busy one that provides for a lot to be done and a lot of changes;
6. Write and post your schedule.

Teacher behavior influences pupil behavior. These influences (reinforcers) include grades and check marks, facial expressions, praise and criticism, and ignoring or rewarding. By choosing the consequences, a teacher can increase the occurrence of desired behaviors and decrease non-desirable behaviors.

Positive reinforcers are intended to encourage productive behavior. Be attentive to the observable behavior of the student. What is a positive reinforcer to one student may have the opposite results with another student. If the reinforcer increases the strength of the desired behavior, it is functioning as a positive reinforcer.

Negative reinforcement and punishing consequences may be used to deal with unproductive behavior. Reduction in inappropriate behavior may occur, but may not be accompanied by productive results. Often a student's desire for the attention generated by a scolding is greater than his/her dread of punishment. What the teacher expects to be a punishment may prove to be a positive reinforcer for the pupil. Additionally, if a student is able to reduce or eliminate punishment by his/her behavior (crying, feigned illness), then that behavior is strengthened because it functions as an escape mechanism for avoiding punishment.

The timing of reinforcement is crucial to effecting desirable student behavior. The more promptly reinforcement follows an act, the more effective it will be. The principle of shaping states that all behavior is comprised of smaller behaviors. Student behavior that approximates the desired outcome should be reinforced so that the student will continue to develop toward his/her behavioral goal. Satiation may result when the same reinforcer is used continually. Reinforcers should be changed before their effectiveness is lost. The rule of extinction states that non-reinforcement of a given behavior tends to lead to its extinction.

Once a behavior is established, it is more effective to give the reinforcer on an intermittent basis. The time to shift to partial reinforcement is before the reinforcer has lost its power. Disappointment and boredom are diminished if students are unsure of the timing utilized by the teacher. Also, appropriate responses tend to be sustained if they are being reinforced from time to time. If positive reinforcement is totally withdrawn, behavioral decay begins.

Accentuating positive behavior will lead to a positive, inviting classroom atmosphere where the main focus is upon learning. Some suggestions for increasing productive behavior are:

1. Point out productive behavior for the class;
2. Catch the children being productive;
3. Start with small behavioral expectations;
4. Vary your comments;
5. Devise individualized effective reinforcers.

Often inappropriate behavior is a means of ensuring teacher attention. Behavior which is not a serious threat can often be ignored. Isolation or any other means of stopping threatening behavior should be used if the situation is serious enough to warrant that procedure.

Behavior Modification

This approach is based upon behavioral therapy which is derived from conditioning and learning theory. The basic premise of this approach is to change behavior through the use of rewards for appropriate behavior and penalties for inappropriate behavior.

The first step in devising a behavioral management program is identifying specific inappropriate behaviors. Behavioral rating scales are often utilized as an aid in selecting target behaviors. Two rating scales follow. Other rating scales are available commercially. Additionally, a descriptive narrative of problem behaviors is included to provide a basis for identifying inappropriate behaviors.

Experimental Edition

TEACHER TOLERANCE SCALE (T.T.S.)
STUDENT SCALE

George Yard Ph. D.
University of Missouri - St. Louis
(Operation SAIL)

Teacher:__________________ **Child:**____________________ **School:**_________________

Directions: Please check only those behaviors which present a teaching/learning problem in the school setting, while the child is under your supervision. Realize that a check indicates the need for behavioral intervention and correction.

A. PHYSICAL INAPPROPRIATE BEHAVIOR

I. Self

a. eating ______
b. chewing gum ______
c. picking nose ______
d. moving desk around room ______
e. masturbation ______
f. leaving room without permission ______
g. tardiness ______
h. sulking and pouting ______
i. pencil sharpening during lesson ______
j. walking around during lesson ______
k. getting out of seat ______
l. snapping fingers ______
m. foot tapping ______
n. smoking ______
o. making faces ______
p. heterosexual activities ______
q. leaning back on chairs ______
r. falling out of seat ______
s. falling over in desk ______
t. possession of drugs ______
u. withdrawn, avoids involvement ______

TOTAL ______

II. Peer

a. stealing ______
b. hiding peers' possessions ______
c. going into peers' desks ______
d. pulling or tearing clothes ______
e. destroying peers' possessions ______

TOTAL ______

VERBAL INAPPROPRIATE BEHAVIOR

I. Self

a. shouting ______
b. crying ______
c. temper tantrums ______
d. belching ______

TOTAL ______

II. Peer

a. using profanity ______
b. excessive talking with and to peers ______
c. shouting ______
d. talking to prevent peers from working ______
e. name calling ______
f. laughing at or making fun of others ______
g. interrupting peers ______
h. lying ______
i. whining ______
j. tattling ______
k. threatening ______
l. arguing ______
m. teasing ______
n. imitating ______

TOTAL ______

III. Authority

a. using profanity ______
b. excessive talking ______
c. shouting ______
d. talking during lessons ______
e. not raising hand to talk ______
f. calling teacher names ______
g. interrupting teacher ______
h. lying ______
i. whining ______
j. tattling ______
k. threatening ______
l. talking back ______
m. mumbling ______
n. arguing ______
o. imitating ______

TOTAL ______

III. Authority

a. stealing from teacher ______
b. hiding teachers' possessions ______
c. going into teachers' desk ______
d. defiance (stomping away, slamming door, etc.) ______
e. destroying teacher's possessions ______
f. pulling or tearing teacher's clothing ______

TOTAL ______

B. ACADEMIC INAPPROPRIATE BEHAVIORS

I. Self

a. verbal refusal ______
b. not doing assignment ______
c. working at inappropriate time ______
d. procrastinating ______
e. wasting extra time ______
f. inattentiveness ______
g. doodling ______
h. cheating ______
i. sloppy work ______
j. not doing homework ______
k. destroying work ______

TOTAL ______

II. Peer

a. playing with peers instead of working ______
b. copying others' work ______
c. requesting peers' help ______
d. inattentiveness to teacher ______
e. requesting directions after instructions have been given ______
f. destroying work ______

TOTAL ______

Other Behaviors

____
____
____
____

DESTRUCTIVE INAPPROPRIATE BEHAVIOR

I. Peer

a. hitting ______
b. touching ______
c. hitting others with objects ______
d. throwing objects (at) ______
e. kicking ______
f. pushing ______
g. spitting ______
h. throwing spit wads ______
i. tripping ______
j. pulling hair ______
k. possession of weapons ______
l. possession of drugs ______

TOTAL ______

II. Authority

a. hitting teacher ______
b. touching teacher ______
c. throwing objects (at) ______
d. kicking ______
e. pushing ______
f. spitting ______
g. throwing spit wads ______
h. possession of weapons ______

TOTAL ______

III. Inanimate

a. throwing trash on floor ______
b. banging on desks & tables ______
c. sitting on top of desk ______
d. turning furniture over ______
e. destruction of materials ______
f. defacing materials ______

TOTAL ______

GRAND TOTAL OF CHECKS ______

BEHAVIORAL CHECKLIST

This checklist may be used as a guide in facilitating the diagnosis and remediation of a student's behavior problems. In some cases it can even serve to prevent the development and intensification of other related problems.

BEHAVIORAL STRENGTHS:

_____ 1. Demonstrates good impulse control.

_____ 2. Demonstrates adequate attention span and ability to concentrate.

_____ 3. Is able to tolerate normal frustrating situations, i.e., waiting in line to go to lunch.

_____ 4. Takes proper care of his own, peer's and school property.

_____ 5. Is flexible and adjusts regularly to new situations.

_____ 6. Demonstrates a willingness to handle minor responsibilities.

_____ 7. Is able to maintain an adequate one to one relationship.

_____ 8. Is able to act autonomously; in an independent manner.

_____ 9. Responds positively to verbal praise.

_____ 10. Responds favorably to concrete, tangible rewards.

_____ 11. Demonstrates notable motivation toward learning within specific academic areas.

_____ 12. Demonstrates a natural curiosity relating to things in his environment.

_____ 13. Demonstrated an awareness as to what was going on around him.

_____ 14. In the face of realistic confrontation, he can admit to his shortcomings.

_____ 15. Can occasionally express positive attitudes toward himself.

_____ 16. Is able to predict the consequences of his own behavior.

_____ 17. Demonstrates an awareness of right and wrong.

BEHAVIORAL WEAKNESSES:

_____ 1. Is extremely impulsive and/or hyperactive.

_____ 2. Demonstrates a short attention span and poor ability to concentrate.

_____ 3. Is unable to tolerate normal frustrating situations, i.e. waiting in line to go to lunch.

_____ 4. Is destructive with his own, peer's or school property.

Behavioral Checklist (continued)

_____ 5. Is resistant to changing to new activities and in general adjusts poorly to new situations.

_____ 6. Cannot be depended on to carry out even minor responsibilities.

_____ 7. Appears sullen or withdrawn in a one to one relationship.

_____ 8. Is very demanding of his teacher and continually seeks her attention and approval.

_____ 9. Does not respond to verbal praise.

_____ 10. Does not respond to tangible rewards.

_____ 11. Demonstrates no notable motivation to learn in any academic areas.

_____ 12. Demonstrates no natural curiosity to his environment.

_____ 13. Does not appear to be aware of what is happening around him. Seems oblivious to his surroundings.

_____ 14. Sees himself as special or privileged in some way, even in the face of realistic confrontation.

_____ 15. Has a generalized sense of inferiority and is unable to speak well of himself in any aspect.

_____ 16. Fails to understand the consequences of his own actions.

_____ 17. Does not seem to demonstrate an awareness of right and wrong.

Behavior Modification

The first step in establishing a behavior modification program is to select the individual who exhibits the behavior which is to be changed. A group of students can also be selected as the target population. The same principles apply in either circumstance.

The second step involves the preparation of an analysis of present behaviors. Minimally, this would include listing at least three behaviors in each category: excesses, deficits and assets. The Teacher Tolerance Scale or any other behavioral listings may be helpful in this process. Form A or a similar form could be used to record these behaviors.

After the student's present behaviors have been delineated, the next step is to select one or two target behaviors to be changed. A student may have many behaviors which need to be changed. However, an effective behavior modification program centers upon one or two problem behaviors, effects a change in these behaviors, and then selects two of the remaining (if any) target behaviors.

FORM A

Child's first name: ______________________ **Sex:**____ **Age:** ____ **Grade:** ___

Step 2: Prepare a behavior analysis

Excesses:

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

6. ____

Deficits:

1. ____________________

____

2. ____________________

____

3. ____________________

____

4. ____________________

____

5. ____________________

____

Assets:

1. ____________________

____

2. ____________________

____

3. ____________________

____

4. ____________________

____

5. ____________________

____

Form A

Operationalize the target behaviors.

	Describe the kind of comments and actions which are included in the target behavior	Means of counting the behavior
Target behavior No. 1:	______________________________	No. 1: __________
	______________________________	__________
	______________________________	__________
	______________________________	__________
	______________________________	__________
	______________________________	__________
	______________________________	__________
	______________________________	__________
Target behavior No. 2:	______________________________	No. 2: __________
	______________________________	__________
	______________________________	__________
	______________________________	__________
	______________________________	__________
	______________________________	__________
	______________________________	__________
	______________________________	__________

Observe the target behaviors.

	Days of the week	Time of the day
Target behavior No. 1:	______________	______________
Target behavior No. 2:	______________	______________

Form A

Record your count of the target behaviors.

ABC Behavior Record

Target Behavior No. 1: ____________________

Number of: ____________

Days

Target Behavior No. 2: ____________________

Number of: ____________

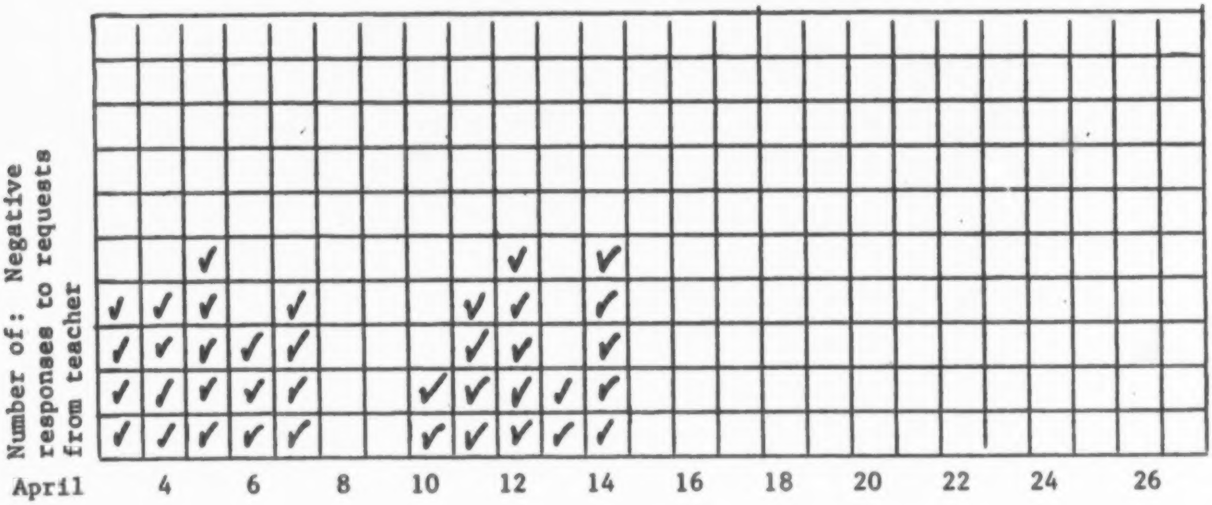
Days

The next step is to operationalize the target behaviors. The behavior presently exhibited by the student must be stated clearly. For example:

> Brett makes negative verbal responses to specific tasks assigned by the teacher.
>
> Brett fails to contribute verbally during class discussion.

Estimates of the frequency of occurrence of the two target behaviors should be made. The means of counting the occurrence of the target behavior should be described. The target behavior(s) should be recorded for a period of one week. An example follows.

Target Behavior: Brett's negative responses to tasks requested.



After recording the occurrences of the target behavior(s), summarize the baseline data in terms of the following:

Number of occurrences
Time of day
Intensity

Compare the actual occurrences to your estimates. If the targeted behavior(s) are still viewed as behaviors to be lessened or eliminated, set goals for the target behaviors (see examples below).

Target behavior: makes negative verbal responses to specific tasks assigned by the teacher.
Estimated occurrence: 8
Actual occurrence: 4 times/day
Goal: Decrease negative responses to two or less per day.

The goal for the target behavior needs to be clearly written into a behavioral objective. The desired response, the situation in which it should occur, and the criteria for evaluating whether the objective has been met must be included. Specifying the criteria for determining whether or not the goal has been reached is critical because it is most directly associated with the reinforcement pay off. The criterion level for determining success must be realistic and feasible. The guiding rule in establishing a criterion level is to set minimal acceptable levels. As the desired behavior becomes stronger, the criterion level can be elevated.

The final step includes establishing a behavioral contract with the student. A contract is a formal agreement between individuals which indicates their commitment to behavioral change. The teacher needs to talk with the student and describe the target behaviors and what behavior changes are expected. During this interview, the student can select several possible reinforcers to be used. These are to be taken from a reinforcement "menu" of items, privileges, etc. which are agreeable to the teacher. A written agreement is drawn up with terms specifying the expected behavior. Usually the contract is limited to a two-week period, after which the behavioral change is evaluated and new contract terms are negotiated. The teacher identifies the time intervals for reinforcement (example: every time the behavior occurs, every 15 minutes, every 30 minutes, every class period). The reinforcer is awarded when behavioral specifications are met and withheld when they are not met. Reinforcement ought to be at frequent intervals in the first contract and less frequent in subsequent contracts. Sample contracts follow.

CHOOSING A REINFORCER

A. Ideas to think about:

1. Talk to the student, know what is important to him/her.
2. Send questionnaires/evaluations to other teachers to find out the motivators they are aware of.
3. Keep the reinforcer age-appropriate.
4. The contract is as effective as the reinforcer.
5. Don't hesitate to change the reinforcer. Re-evaluate your reinforcer frequently to ensure continued effectiveness.
6. Primary reinforcers (candy, toys, material items) can be very effective. Keep in mind that in "real life" students will encounter many more secondary reinforcers (social).
7. Only offer a reinforcer if you are sure you can follow through.

B. Process for specifying reinforcers

Academics: What is his/her favorite subject?
What is his/her favorite method of studying?
What topics especially interest him/her?
What part of the day is he/she most involved?
Do P.E., Art, Library or other special activities especially interest him?

Socially: Does he/she prefer to be in a group or alone (if alone- is it a healthy isolation?)
Does one-on-one provide special motivation?
Is there a special person in the school for him/her (you, counselor, principal, superintendent, another teacher, custodian, social worker, psychologist)?
Does the approval of classmates provide motivation?
Does he/she need time to talk to you or other students?
Does he/she need time to be out of his/her seat when it is approved of?

Family: Does family involvement provide special motivation?

POSSIBLE POSITIVE REINFORCERS

Pre-School Level

Social

holding
general affection
smiling
verbal approval
pat on head
attention
proximity
sit on lap
hug
a kiss
call child by name
rough housing
being read to

going first
show and tell

Opportunity to Do

play activities
drawing, coloring
watching TV
study game
singing
story telling
listening to stories
sleep time
building with blocks
riding tricycles
perform for others
looking at picture books
staying up late at night

trip to Kiddie Land or park
playing house
yelling, screaming
manipulation of objects
mixing colors

Material

toys, trinkets
candy
gum
milk, beverage
cookies
tiny sandwiches
balloons
marbles
ribbons, stars
crayons and art items
tokens
points
teddy bear that speaks via walkie-talkie
paper tickets

clay
stickers of animals
snacks

Elementary Age Level

Social

calling on student
smiling
patting on back
display work
bulletin board work
praise
head nod
facial expression
individual attention

peer approval
humor
special time with adults
helping adults
performing for parents

Opportunity to Do

Field trips: zoo, museum
classroom monitor
teacher aid: erase board
playing with toys, animals
safety patrol
use school desk as car
milk duty
free time, recess
manipulation of length of recess
help janitor
cut out letters
captain of a single-file line
move ahead in class work
select special materials
basketball
picnics, carnivals, fairs
nature hikes, gardening
helping after school
feeding animals

Material

toys
sweets
charts of progress
hobby items
certificates
paper tickets
growth chart
art work
showcase of reinforcers that one is working for
drink of water
comic books, magazines
holes on a punch score card
letters to parents
play money
matching to sample
activation of electrical toys or other electrical things
cereal
nuts
raisins
dried fruit bits

POSSIBLE POSITIVE REINFORCERS

Elementary Age Level

Social

Opportunity to Do

Material

fresh fruit
comic books
stickers
stars
tokens to buy larger
items or privileges, etc.

Junior High Level

Social

verbal approval
dances
athletic awards
shaking hands
pat on the back
peer approval
teacher proximity
individual attention
winks, nods
listen to students

affection
stay up late
dates
extra-curricular
class monitor

participation in
assemblies

Opportunity to Do

athletic team membership
television, movies
music (favorite records)
correcting papers
tutor another student
project leader
erase the board
take class role
put up bulletin boards
play an instrument

early dismissal
time for talk with friends
mid-period breaks
allow time for gym, shop
camping, skiing

go-carts

Material

certificates
grades
tools
displaying work
chewing gum
plaques
classroom animals
growth chart
drinks at fountain
paperbacks or
magazines
food
beverages
honor role
assemblies
"good" letters to
parents

radio-listening
record playing
earn certain level of status

Secondary Reinforcers (Social, Privileges)

1. Spend 10 minutes one-on-one with:
   - Teacher
   - Principal
   - Social Worker
   - Superintendent
   - Psychologist
   - Custodian
   - Cook
   - Etc.
2. 10 minutes in the library.
3. 10 minutes reading, working on a project, playing a game, being alone, etc.
4. Privilege to walk down the hall and back, get a drink.
5. Send a note home to Mom and Dad.
6. Arrange for parents to take student on a special activity (bowling, movie) or spend some "special time" with the student.
7. Chart progress, use smiley faces or stars on a chart.
8. Take a special course (driver's ed. for high school student).
9. Special instruction on a favorite subject (sign language, French, dinosaurs, etc).
10. Use of special equipment (felt pen, tape recorder, typewriter).
11. Helping teacher (staple, fold, collate, erase, decorate, cut, etc).
12. Time self out in Principal's office or other supervised area without penalty.
13. Help a younger or less capable student.

Social

grades
dances
parties
athletic letters
smiling
public recognition
applauding
peer approval
individual attention
tactual with qualifications
display student's work
dates (social life)
staying with a friend
pen pal
captain of team

Opportunity to Do

athletics, clubs
discussion about sex
music, hobby
driving cars
lecture leader
amusement parks
teaching assistant
extra gym period
reading favorite subject
study games, math puzzle
mid-period breaks
surveys-interviews
swimming, boating
clinics by athletic stars
working with mechanical apparatus
academic contests

Material

class rings
use of cars
money
plaques and trophies
pins, medals
certificates
scholarships, awards
tickets to athletic contest
movies, records
cokes, snacks
own room, clothes
credit card
tokens for a vending machine
counts on a counter

BEHAVIOR CONTRACT BETWEEN

____________________________ and ____________________________
(Student's name) (Teacher's name)

1. Specific positive behavior: ____________________________ (Student's name) will refrain from making negative statements when given a directive from the teacher.

2. Terms of the contract: Upon receiving a directive from the teacher, ____________________________ (Student's name) has a choice of two responses.

    a. Making no response or making a positive statement - may choose a reward from the reinforcement menu.

    b. Making a negative statement - no reward will be allowed and the teacher will record the occurrence.

This contract will become effective on ____________________ (Date) and continue until ____________________ (Date).

____
(Student's signature)

____
(Teacher's signature)

Token Reinforcement

One version of behavior modification is token reinforcement. Tokens are utilized as tangible reinforcers within a behavior management program. Some of the advantages of using tokens as reinforcers are:

1. Behavioral consequences can be delivered immediately;
2. Tokens are not subject to satiation because they can be redeemed for a wide variety of rewards;
3. All pupils can be reinforced with the same token;
4. Tokens are easily obtained and durable.
5. Tokens can be accumulated which assists in motivating performance over long periods of time;
6. Tokens can be used to teach arithmetic skills.

Token reinforcement may be utilized with both individuals and groups of students to effect both positive classroom conduct and academic proficiency. Individual behavior can be reinforced according to a previously established contract. Group criteria can be best communicated through a list of well-considered rules.

Rules are specifications of the relationship between pupil behavior and its consequences (earning/losing tokens). A few rules of conduct can be selected to cover most classroom situations. These should be stated positively with the exception of those few rules which are intolerable violations. Rules facilitate rewarding positive behavior and punishing negative behavior in a non-arbitrary and predictable manner.

The nature of the token reward deserves some consideration by the classroom teacher. The most popular form of token reward involves various sorts of tangible tokens, which must be portable, durable, non-duplicable by the students, cheap to buy, and easy for the teacher to dispense. Varieties of tokens in common use include play money (currency and/or coins), bingo markers, poker chips, Peabody Language Kit chips, tiddly winks, tickets from rolls of tickets, kidney beans, playing cards, slugs, buttons, foreign money, and classroom "funny money" bills created and run off by the teacher.

Other token economies utilize token recording cards (3x5 or larger) carried in each pupil's pocket or taped to the desk. Tokens are then dispensed by recording earnings on the cards through punches, marks made by a colored felt-tip pen, ink pad stamping devices, or otherwise. A related delivery system involves writing each pupil's name on the blackboard and recording chalk marks for each token earned.

Most token exchanges between teacher and student should involve earning tokens. This is especially true when the token economy is first initiated. Fines should only be used in the program if it is determined that a more powerful reinforcement system is needed.

The power of most token programs is related to the attractiveness of the rewards that can be earned by token exchange. As mentioned previously in this chapter, selection of activities/tangible objects must be done with the student in mind. Differing values (number of tokens needed) can be given to the possible rewards.

Record-keeping should be streamlined so that it is easy for the teacher to administer. A "banking" operation whereby a tally of tokens earned each day is added to each student's "balance" can be utilized. There is no reason for students to take tokens home or keep them in their desks. Teacher judgments regarding the "spending" of tokens should be avoided.

BEHAVIORAL PROGRAM

Sample Group

I. Objectives

A. To increase class initiative during free time and during transition from one activity to the next.
B. To decrease the taking or rearranging of objects in the classroom.
C. To decrease tattling and talking out.
D. To increase the quality of assignments.

II. Procedures

A. Positive reinforcement - token system
B. Response cost

III. Materials

A. Frog parts
B. Tokens

IV. Program

A. Teacher's Responsibility

_____________ will explain the program to the class and dispense tokens. Verbal reinforcement should accompany each token. Tokens shall be given for the following:

1. Good papers - these do not necessarily have to be 100% papers - the teacher must be the judge of effort.

2. Appropriate speaking behavior - speaking only when called on, raising ones hand before speaking, etc.

3. Conscientious behavior between assignments - reading a book quietly, listening to tapes quietly, working on unfinished assignments, etc.

Tokens shall be removed for the following:

1. Tattling.

2. Inappropriate behavior - hitting, running, out of seat behavior, distracting other classmates, sitting idle, talking out, rearranging or taking of objects without the owner's permission.

B. Program Outline

The class shall be divided into 5 teams with 5 team captains. The captain will collect the team's tokens daily and present them to the teacher. If tokens are misplaced they cannot be counted.

Token Values:

Bottom = 10
Front Feet = 20
Back Feet = 25
Middle = 15
Top = 20
1st Haunch = 20
2nd Haunch = 20
Tongue = 20

The first team to totally complete their frog will receive a frog and a special surprise.

Instructional Strategies

Selected Instructional Strategies

There are three instructional therapies that will be detailed. They are (1) Hewett's Engineered Classroom; (2) Morse's concept of the Crisis or Helping Teacher; and (3) Behavior Modification. These strategies represent the different theoretical structures of Educational Therapy, Milieu Therapy, and Behaviorism. The common thread that seems to be present in each of these types of instructional orientation is a focus upon academic achievement through individualized instruction and adaptation of behavior to the classroom and school setting. The purpose is to provide a brief overview of the basic concepts of each of these strategies.

Engineered Classroom

Hewett believes that children categorized as behaviorally disordered need to learn how to adapt to the learning and school situation. This is further detailed in his structure of the engineered classroom which is designed to teach the skills necessary for learning readiness on an individualized, developmental basis. Hewett delineates these tasks into developmental steps arranged in a chronological or sequential order. The teacher's task is to determine which steps the child needs to master in order to be able to learn academic subjects efficiently and effectively. Hewett also describes a "learning triangle" of conditions which must be present in order for instruction to be implemented.

Hewett's Developmental Steps:[1]

1. Attention level: paying attention to learning tasks and utilization of incremental steps in learning skills;
2. Response level: guaranteeing the child success in learning;

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[1] Frank M. Hewett, *The Emotionally Disturbed Child in the Classroom*, p. 43 and passages from the entire book.

3. Order level: relates to the "structure" side of the "learning triangle." Structured learning environment where the child's behavior is expected to conform to pre-established rules. The emphasis of instruction is upon discrete, identifiable stopping and starting points for each learning task.

4. Exploratory level: instruction is based upon multi-sensory methods;

5. Social level: interactions with teachers and peers are increased and there is a more rigorous demand for "acceptable" social behavior.

6. Mastery level: emphasis is upon self-care skills and academic achievement commensurate with individual ability.

7. Achievement level: the child is expected to have mastered the previous developmental steps and should be ready to concentrate on academic achievement and learning on a high level. At this point, the child is expected to be self-motivated toward school achievement.

The learning triangle is based upon the components of (1) task; (2) reward; and (3) structure (teacher expectations for learning which provide the conditions under which rewards are given).

In his book, Hewett provides checklists to enable the teacher to assess the developmental level of each child. Specific classroom strategies, seating arrangements, and environmental structure needed for classroom operation are delineated. The reward component of the learner triangle would work well with instructional systems utilizing behavior modification and contracting. The hierarchy of developmental tasks and levels provides the teacher with a structure and a set of expectations based upon each child's developmental needs and readiness for learning. Often when a purely behavioral model is utilized, failure occurs because the child is not developmentally able to modify the target behavior. Hewett's approach provides the teacher with a structured approach based upon individual student needs and is easily modifiable to include other teaching strategies.

Crisis or Helping Teacher[2]

Morse has proposed the intervention of the crisis or helping teacher in the education of students considered to be behaviorally disordered. In this conceptualization, the school is regarded as a social setting important to the child where he/she is required to interact with others. In this social setting, the emphasis is upon emotional support and caring relationships. The crisis teacher (also called the helping teacher) is an individual who acts as a support person in helping children handle "crisis" situations utilizing Redl's life-space interviewing techniques. The premise of this approach is that the child needs to be provided with the assistance at the time of crisis in order to learn adult expectations and appropriate coping skills. Morse defines a crisis in terms of the child: when his/her coping mechanisms are "over-loaded." At this point Morse feels that the child is most ready to accept the learning of "new" methods of coping with the situation.

In a school setting which utilizes this approach, the crisis teacher becomes a member of the whole school teaching team with responsibility to deal with immediate crisis situations and provide resources for continued treatment as necessary. It takes a great deal of total school commitment to this type of concept in order to implement it according to Morse's conceptualization. However, the technique of "life-space" interviewing could be learned and utilized by teachers. The idea that children are more susceptible to learning different coping behaviors during times of stress has merit. If teachers can learn to "remove" themselves from the crisis situation, these situations would enable them to actively work with the child in teaching new strategies for behavior. Specific work in this area could include inservice training in life-space interviewing. One important teacher behavior would be learning to be non-judgmental and able to provide alternative strategies to the child.[3]

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[2] William C. Morse, "The Crisis or Helping Teacher," from Conflict in the Classroom, ed. by Long, Morse, and Beth Newman (California: Wadsworth Publishing, 1976), p. 207-213.

Behavior Therapy

Behaviorism has its roots in conditioning and learning theory as described by Skinner, Pavlov, and others. Behavior modification appears to be one of the most prevalent strategies employed in special education, particulary in classes for the behaviorally disordered. The premise of this approach is that the child's "problem" is his/her behavior and that appropriate behavior can be taught in small steps through providing rewards throughout the learning processes.[4]

As the term "behavior modification" implies, the focus is upon observable and identifiable child behavior. This means that the teacher must be able to state each problem that the child exhibits in operational terms. It is not enough to say that a child displays "disruptive" behavior; the teacher must state "John fights with peers (observable) during the school day (time) when engaging in group work (situation) five times a day (exact frequency)." This type of operational definition requires the teacher to gather specific data about the child and the type of behavior that needs to be changed. This allows for accountability on the part of the teacher and the child. It also provides goals for instruction and can be utilized in the formation of each child's I.E.P. as required by law.

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[3] Donald D. Hammill and Nettie R. Bartel, Teaching Children with Learning and Behavior Problems (Boston: Allyn and Bacon, 1978): Donna Aguilera and Janice Messick, Crisis Intervention - Theory and Methodology (St. Louis: C. V. Mosby Co., 1978).

[4] Martin A. Kozloff, Educating Children With Learning and Behavior Problems, (New York: Wiley and Sons, 1974), p. 7 and whole book.

Basically, behavioral modification requires: (1) gathering objective data regarding the behavior through the use of a variety of methods; (2) specifying the goals and objectives for behavioral change; (3) identification of the desired end product; and (4) implementation of treatment procedures.[5] Treatment techniques center around the concepts of positive and negative reinforcement, modeling and shaping procedures, and punishment. Rewards are used as reinforcers for acceptable behavior and can take many forms (candy, tokens, etc.).[6]

Positive reinforcement refers to events following a desired behavior which increase the chance that the particular behavior will reoccur.[7] Negative reinforcement refers to the removal of aversive stimuli after the desired behavior has taken place.[8] Punishment is defined as reducing the chance that an undesired behavior will reoccur because of the consequences that come about when that behavior is exhibited.[9] Generally speaking, positive reinforcement is the technique utilized in implementing behavioral change. This hinges upon the selection of rewards that the child values and is willing to change behavior in order to obtain.

One approach to behavior modification in the classroom is based upon what is termed "Grandmother's Law."[10] In this type of situation, a "reward" is based upon performance of a specific behavior. For example, "If you eat your spinach, you will get ice cream for desert," In the literature, this is referred to as

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[5] Phyllis L. Newcomer, p.183-188.

[6] Ibid., p.195-202.

[7] Nancy K. Buckley and Hill M. Walker, Modifying Classroom Behavior (Champaign: Research Press Co., 1980), p.31.

[8] Ibid.,p. 36.

[9] Ibid.,p.45.

[10] Lloyd Homme, How To Use Contingency Contracting in the Classroom (Champaign: Research Press, 1979), p.18-30.

"contingency contracting." As with behavior modification, the crucial element involves the selection of reinforcements that the child deems important enough to change his/her behavior in order to obtain.

The key to these behavioral approaches is teacher consistency in rewarding appropriate behaviors. Reinforcement schedules will change as the child learns new behavior and exhibits it. The rewards will decrease in frequency and become less tangible. The teacher must maintain some system of rewards for the newly learned behavior.

I.E.P. Development

INDIVIDUALIZED EDUCATION PROGRAMS

One component of P.L. 94-142 is the requirement that Individualized Education Programs (IEPs) be developed for each handicapped child. The purpose of this provision is to ensure that handicapped students across the nation are provided with an appropriate education based upon specific, individual needs. Referring to P.L. 94-142, the following components must be included in each I.E.P.:

(a) A statement of the child's present levels of educational performance;
(b) A statement of annual goals, including short term instructional objectives;
(c) A statement of specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular education programs;
(d) The projected dates for initiation of services and the anticipated duration of the services; and
(e) Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.[1]

Each I.E.P. must be reviewed annually at a multi-disciplinary conference attended by the child's teachers, supervisor of special education or other special education administrative personnel, one or both of the child's parents, the child (when appropriate) and other individuals when deemed necessary. P.L. 94-142 does not hold teachers or other personnel responsible for the child's achievement of annual goals. It is intended as a means of monitoring student achievement, present levels of functioning in a variety of areas, and structuring educational programs and services toward the achievement of specific individual objectives.

One concern with the development of I.E.P.s centers around the component of assessing the child's present levels of educational functioning. Most available materials tend to be norm-referenced rather than criterion-referenced.

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[1] Federal Register, Vol. 42, No. 163, 121a.346, Content of Individualized Education Program.

"Norm-referenced tests are designed to determine an examinee's status in relationship to that of a normative group, whereas criterion-referenced tests attempt to identify whether an examinee can display a clearly defined class of behaviors."[2] It would seem that criterion-referenced materials would be the most appropriate in determining present levels of educational functioning as required.

One outstanding example of a criterion-referenced test is the Brigance Diagnostic Inventory of Basic Skills. It is designed to measure skill mastery in school subjects grade K-6. It taps areas of mathematics, language arts, reading, and readiness skills including a variety of discrimination and perceptual skills. Additionally, it includes specific instructional objectives for each skill area tested.[3]

Once present levels of functioning have been determined, annual goals can be established. These should be based upon the child's present functioning and should encompass all curricular areas for which the school will assume responsibility for providing programs and services. This includes delineating any ancillary or other support services that may be needed.

Short term objectives are the "...milestone steps between where the child currently is and where the group hopes the child will be by the end of the year (annual goals).[4] Short term objectives are the skills that need to be learned in order to achieve the annual goal. Hayes reminds educators that social and behavioral goals and objectives should be included as well as goals and objectives for academic areas.[5]

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[2] W. James Popham, Educational Leadership, January 1977, p.258.

[3] Albert H. Brigance, "Brigance Diagnostic Inventory of Basic Skills," Curriculum Associates, North Billerica, MA., 2nd ed., 1976.

[4] Josephine Hayes, "Annual Goals and Shortterm Objectives," in A Primer on Individualized Education Programs for Handicapped Children, ed. Scottie Torres (Reston, VA: Council for Exceptional Children, 1977), p. 18.

[5] Ibid., p. 19.

These shortterm objectives need to be stated in behavioral terms so that progress toward the annual goals can be accurately assessed. Mager lists four components of behavioral objectives:

1) the objective must be stated in performance terms;
2) the objective will designate the important conditions under which the behavior is to occur;
3) the objective will include a statement of the criterion of acceptable performance;
4) the method of describing the desired behavior must be described. [6]

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[6] Mager, as cited in William I. Gardner, Learning and Behavior Characteristics of Exceptional Children and Youth - A Humanistic Behavioral Approach (Boston: Allyn and Bacon, 1977), p.525-6.

CONTENT OF INDIVIDUALIZED EDUCATION PROGRAM (I.E.P.)

THE INDIVIDUALIZED EDUCATION PROGRAM FOR EACH CHILD MUST INCLUDE:

A. A statement of the child's present level of educational performance, including academic achievement, social adaptation, prevocational and vocational skills, psycho-motor skills, and self-help skills;

B. A statement of annual goals which describe the educational performance to be achieved by the end of the school year under the child's individualized education program;

C. A statement of short-term instructional objectives which must be measurable intermediate steps between the present level of educational performance and the annual goals;

D. A statement of specific educational services needed by the child (determined without regard to the availability of those services) including a description of:

    (1) all special education and related services which are needed to meet the unique needs of the child, including the type of physical education program in which the child will participate, and

    (2) any special instructional media and materials which are needed;

E. A description of the extent to which the child will participate in regular education programs;

F. A justification for the type of educational environment which the child will have;

G. The date when services will begin and length of time the services will be given;

H. A list of the individuals who are responsible for implementation of the individualized education program, and

I. Objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being achieved.

COMPONENTS OF A MEASURABLE OBJECTIVE

I. Outcome Statement: A statement that describes the task activity, knowledge, attitude, or other accomplishment being sought - should reflect the tasks included in the job for which the student is being trained.

II. Condition: A statement of the circumstances under which the outcome will be observed or measured. Should relate as closely as possible to the time, limits, materials, or equipment that the student will be confronted with when performing the job.

III. Criteria: The standards, i.e., levels or quality of outcome being sought that, when achieved, will identify acceptable attainment of the outcome. The criteria should reflect the standards that will be used to judge successful performance of tasks on-the-job.

When evaluating each of your six objectives concerning the outcome statement, condition, and criteria, the following questions could be asked:

	YES						NO					
OBJECTIVE #	1	2	3	4	5	6	1	2	3	4	5	6
OUTCOME STATEMENT												
1. Does the statement specify what activity, ability, or skill is to be achieved?												
2. Does the statement contain action verbs?												
CONDITION												
1. Is the place of performance stated?												
2. Are the materials or equipment stated?												
3. Are any special constraints listed?												
CRITERIA												
1. Does it state the quality needed for minimum requirements?												
2. Does it state the quantity desired?												
3. Does it state the time allowed to complete the outcome statement?												
4. Does it state the results considered acceptable?												

While it is not absolutely necessary that each of the questions be answered yes, it becomes apparent the more times you can answer yes, the more effective the objective will be.

Long Term Goal:

__________________ will improve peer relationships.

Shortterms:

a. During class time, __________________ will refrain from unnecessary tattling to the teacher as measured by teacher observation.

b. During non-academic periods, __________________ will share a toy (or other prized object) with a peer at least once during each period.

c. When speaking with a peer, __________________ will make eye contact (and no physical contact) 90% of the time.

d. During free-time activities, __________________ will physically interact with his peers at least five times during the period; e.g., ____________ will verbally greet each fellow student each day upon entering the class.

e. When __________________ misbehaves, peers will turn their faces away from the offending student and remain silent every time.

f. When spoken to by a peer, __________________ will respond appropriately within a 10-second period.

g. During periods of peer interaction, __________________ will not make a verbal response which elicits a negative reaction from a peer.

h. __________________ will be able to accept academic competition from others as measured by less than one derogatory comment per week about a peer's higher score/grade on an assignment/quiz/test.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

____________________ will improve peer relationships.

Shortterms:

i. ____________________ will be able to tolerate athletic competition by behaving in a "sportsmanlike" manner 80% of the time during practice and games as measured by teacher/coach/referee observation.

j. ____________________ will be able to play appropriately with peers in a group situation 80% of the time as measured by less than two incidents of inappropriate (fighting, teasing, etc.) behavior per week.

k. ____________________ will increase his/her acceptance by peers as measured by a decrease in derogatory statements made by peers.

l. ____________________ will accept assistance from peers when in difficulty 75% of the time as measured by a corresponding decrease in teacher requests for assistance.

m. ____________________ will recognize the assets of peers by making (upon teacher directive) two positive statements about his/her peers.

n. ____________________ will ignore undesirable characteristics of others as measured by a decrease in provoking behavior to three incidents per week.

o. Given an unstructured situation such as recess or before-school play, ____________________ will be able to get along appropriately with older children as measured by less than two incidents per week of inappropriate behavior reported to an authority figure.

p. Given an unstructured situation such as recess or before-school play, ____________________ will be able to get along appropriately with younger children as measured by less than two incidents per week of inappropriate behavior reported to an authority figure.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

____________________ will improve peer relationships.

Shortterms:	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
q. Given an unstructured situation such as recess or before-school play, ________________ will be able to get along appropriately with immediate peer group as measured by less than two incidents per week of inappropriate behavior reported to an authority figure.						
r. Given an unstructured situation such as recess or before-school play, __________________ will be able to get along appropriately with members of the opposite sex as measured by less than two incidents per week of inappropriate behavior reported to an authority figure.						
s. Given an unstructured situation such as recess or before-school play, ____________________ will be able to get along appropriately with members of the same sex as measured by less than two incidents per week of inappropriate behavior reported to an authority figure.						
t. ___________________ will accept justifiable criticism made by peers in a structured group setting without undue reaction 80% of the time as measured by the adult or person in charge of the situation.						
u. ____________________ will apologize when his/her actions have injured or infringed on another.						
v. ___________________ will ask permission to use another's property by saying, "May I please borrow your ____________?", or the equivalent.						
w. ___________________will gain attention from a peer by saying the peer's name in a volume appropriate to the setting and telling what he/she wants, 85% of the time as measured by teacher observation.						
x. While engaged in a competitive activity with another student (ex. a game), ______________ will accept defeat without undue reaction 80% of the time as measured by teacher observation.						

Long Term Goal:

____________________ will improve peer relationships.

Shortterms:

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
y. When in a situation outside the classroom with one or more of his/her peers, ____________________ will reduce the incidence of loud, abusive or threatening statements to his peers by 50% as measured by a decrease in peer reporting of such behavior.						
z. ____________________ will refuse the request of a peer politely _____% of the time as measured by teacher observation.						
aa. ____________________ will give simple directions to a peer in ____ out of ____ situations as observed by the teacher.						
bb. ____________________ will offer sympathy to a peer about problems or difficulties ____% of the time as measured by teacher observation.						
cc. ____________________ will compliment another person, when appropriate ____% of the time as measured by teacher observation.						
dd. ____________________ will ask another student to play during free time ____% of the time as measured by teacher observation.						
ee. ____________________ will make positive statements about qualities and accomplishments of others _____% of the time as measured by teacher observation.						
ff. ____________________ will lend possessions to others when asked in ____ out of ____ situations as observed by the teacher.						

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: ______________________________ will display age-appropriate personal hygiene and grooming skills. Shortterms: a. In school, ____________________ will dress appropriately for the weather and setting in a shirt, pants, shoes and socks and have hands, face and hair clean and combed. b. During school, ____________________ will hit, bite, or excessively scratch himself 4 or less times per hour. c. __________________ will discuss the relationship of good grooming to social acceptance upon teacher request.						

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: ______________________ will improve relations with authority figures.						
Shortterms: a. During class time, ________________ will refrain from clinging to adults.						
b. __________________ will demonstrate an increase in acceptable school behavior by an increase in positive teacher interactions as measured by teacher observation.						
c. When spoken to be a teacher, ________________ will respond appropriately within a 10-second period.						
d. When given a set of instructions, ________________ will respond appropriately within 10 seconds.						
e. In the presence of an adult in authority, ________________ will respond to requests appropriately at least 80% of the time.						
f. In the presence of a peer who has authority, ________________ will respond to requests appropriately at least 80% of the time.						
g. When requested to work by the teacher, ________________ will comply within 20 seconds.						
h. In the classroom, ________________ will not display any crying spell or temper tantrum as measured by teacher observation.						
i. Given a situation where adult intervention or assistance could facilitate problem-solving (this should be interpreted in a general manner), ____________________ will seek this assistance 80% of the time as measured by teacher (or other adult) observation.						

Long Term Goal:

________________________________ will improve relations with authority figures.

Shortterms:

j\. ______________________ will accept justifiable criticism by an authority figure without undue reaction 80% of the time as measured by teacher observation.

k\. ______________________ will follow directions given by an authority figure 80% of the time as measured by a recording of less than two instances of disobedience per day.

l\. ______________________ will apologize when his/her actions have injured or infringed on another.

m\. ______________________ will adhere to previously discussed rules and limits of behavior in four out of five unstructured situations as measured by a decrease in authoritative reprimands.

n\. When in a classroom situation, ______________________ will reduce incidents of loud, abusive, or threatening statements to authority figures by 50% as measured by teacher charting of behavior.

o\. ______________________ will correctly state three (3) functions/responsibilities of the following school personnel: principal, counselor, social worker, psychologist, nurse and teacher, as measured by teacher observation.

Not Applicable	**Review Date**	**Review Date**	**Review Date**	**Review Date**	**Mastery Date**

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: ____________________ will improve study habits/skills.						
Shortterms:						
a. During scheduled study periods, ____________________ will remain in seat and attend to assigned tasks (e.g., workbook) for entire period.						
b. When given an assignment, ____________________ will begin to work within 20 seconds after teacher's instructions.						
c. Given an assignment, ____________________ will complete the task with 80% accuracy before leaving it.						
d. Given an assignment, ____________________ will complete the task with 80% accuracy and neatness to teacher's specifications.						
e. ____________________ will come to school and each class period with the necessary materials (e.g., pencils (2), eraser, pen, crayons, and paper) to participate fully in the classroom assignments.						
f. ____________________ will answer or attempt to answer questions when called on by the teacher.						
g. Given a 15-minute study period, ____________________ will be able to complete an assigned task with less than two teacher instructions.						
h. ____________________ will demonstrate an increase in ability to stay on task by a 50% increase in completed assignments as measured by teacher recording of assignments completed.						

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: ______________________________ will improve study habits/skills.						
Shortterms:						
i. __________________ will work steadily at an assignment for ______ minutes _____% of the time as measured by teacher observation.						
j. __________________ will ignore distractions from peers when doing a seatwork assignment _____% of the time as measured by teacher observation.						

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

____________________ will display a good self-concept and increased self confidence.

Shortterms:

a. During periods of social interaction, ______________ will make at least two positive statements about himself within each 15-minute period.

b. ____________________ will view him/herself as a person with individual worth as measured by one or less self-derogatory statements made each day as recorded by teacher.

c. ____________________ will make a report before a large group (7 or more) or the entire class, without signs of excessive nervousness or fear.

d. When required, ______________________ will begin a new task willingly without complaining or hesitating.

e. ________________ will read aloud in a small group ____ out of ____ teacher requests.

f. ________________ will make a report before a small group on ____ out of ____ teacher requests.

g. ________________ will make a report before a large group or the entire class on ____ out of ____ teacher requests.

h. ________________ will respond appropriately when complimented or praised ____% of the time as measured by teacher observation.

Long Term Goal:

________________________________ will display a good self-concept and increased self confidence.

Shortterms:

i. ____________ will be willing to have his/her work displayed ____% of the time upon teacher request.

j. On ____ out of ____ requests, ______________ will be able to make a positive statement about him/herself.

k. ____________ will discuss his/her own abilities and limitations by giving three examples of each in either a formal or informal counseling situation.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

______________________ will comply with school/classroom rules.

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Shortterms:						
a. Given a set of rules, ____________________ will apply them to appropriate situations as they arise with one or less infractions per week.						
b. In the teacher's absence, ____________________ will continue to comply with the rules of behavior as previously agreed upon.						
c. In the classroom, ____________________ will remain in his proper seat unless given permission by the teacher to do otherwise.						
d. In the classroom, ____________________ will not talk out without teacher permission more than two times during any class period.						
e. During class time, ______________________ will stare out of window a total of no more than 5 minutes per hour.						
f. In school, ____________________ will not push, hit or trip another student under any circumstances as measured by teacher recording of behavior.						
g. When in a classroom situation, ____________________ will reduce the incidence of loud, abusive or threatening statements to his peers by 50% as measured by teacher charting of behavior.						
h. During regularly scheduled days, ____________________ will attend classes from ____a.m. until _____ p.m. unless excused by agreement of parent or guardian and teacher.						

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: ____________________ will comply with school/classroom rules.						
Shortterms:						
i. On regularly scheduled school days, ______________ will arrive at least five minutes before the final bell and be in seat at the time the tardy bell rings. ____ out of ____ days as recorded in school records.						
j. Once in class, ______________ will not leave the room without first obtaining permission from the teacher.						
k. ______________ will be able to change from one class to another with less than one incident of hallway misbehavior per month as measured by school/teacher disciplinary records.						
l. ______________ will attend school daily, unless ill, as measured by school attendance records.						
m. ______________ will follow classroom rules when the teacher is not present 80% of the time as measured by the lack of misbehavior reported by others.						
n. ______________ will gain the teacher's attention in class by raising his/her hand in ____ out of ____ situations.						
o. ______________ will wait quietly for recognition before speaking out in class _____% of the time as measured by teacher charting of behavior.						

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: __________________ will comply with school/classroom rules.						
Shortterms:						
p. __________ will discuss academic material with a peer when appropriate ____% of the time as measured by teacher observation.						
q. __________ will change from one activity to another when required by the teacher ___ out of ___ times.						
r. __________ will walk through the hall quietly at a reasonable pace ____% of the time as measured by teacher observation.						
s. __________ will enter the classroom and sit down at assigned seat without disturbing objects and other people ____% of the time as measured by teacher observation.						
t. __________ will hang up his/her clothes in the required place ____% of the time as measured by teacher observation.						
u. __________ will keep his/her desk or locker in order ____% of the time as measured by teacher observation.						
v. __________ will bring required materials to school ___ out of ___ days as measured by teacher recording of dates materials are not brought to school.						
w. Upon completing an unstructured activity, __________ will be able to attend to a new task within two minutes of an adult directive, as measured by teacher charting of behavior.						

Long Term Goal:

______________________________ will comply with school/classroom rules.

Shortterms:

x. ____________________ will accept responsibility for his/her own class schedule by changing classes at the appropriate times without teacher intervention.

y. ____________________ will report to assigned classes at appropriate times _____% of the time as measured by tardiness reports.

z. When in class ________________________ will remain in assigned seat _____% of the time for the class period unless given permission to move by teacher.

aa. When in class, ______________________ will speak only with permission of the teacher _____% of the time during a class period.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Form A is to be used with this sheet and follows

Long Term Goal:

____________________ will increase pre-vocational/career education skills.

Shortterms:

a. ____________________ will correctly orally read 18 out of 20 employment signs (see attached - Form A)

b. ____________________ will correctly match 20 out of 25 employment vocabulary words to the corresponding definition (see Form A).

c. ____________________ will correctly identify 45 out of 55 employment abbreviations to teacher satisfaction.

d. ____________________ will be able to discuss different skills and knowledge required to perform the variety of jobs in the working world.

e. ____________________ will be able to discuss government agencies which can help individuals with training for and obtaining jobs.

f. ____________________ will be able to discuss relationship between working hours and wages.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Form A, p. 1

_____ Agcy.
_____ am
_____ appt.
_____ bd.
_____ ben.
_____ betw.
_____ Co.
_____ Col. grad.
_____ Corp.
_____ deliv.
_____ Dept.
_____ EOE
_____ eve
_____ exp.
_____ exper.
_____ Excell.
_____ F/T
_____ furn.
_____ Gen.
_____ hr.
_____ hi-schl. grad.
_____ HSG
_____ immed.
_____ ins.
_____ lic.
_____ M/F
_____ min.
_____ mgmt.

_____ mgr.
_____ mo.
_____ Nat'l
_____ nec.
_____ ofc.
_____ oppty.
_____ pd.
_____ perm.
_____ ph.
_____ pm
_____ pos.
_____ pref.
_____ pref'd
_____ P/T
_____ Refs.
_____ Refs. req'd
_____ rm.
_____ sal.
_____ temp.
_____ trnee.
_____ transp.
_____ w/
_____ wk.
_____ wkly.
_____ wknds.
_____ yr.
_____ yrs.

+ word read correctly

- word read incorrectly

Form A, p. 2

_____ Applications
_____ Receptionist
_____ Help wanted
_____ Apply here
_____ Employees only
_____ Job information
_____ Employment office
_____ Employment agency
_____ Personnel office
_____ Personnel manager

_____ No help wanted
_____ Apply at office
_____ Director of personnel
_____ Equal opportunity employer
_____ Part time help wanted
_____ Apply at personnel office
_____ No unauthorized persons . .
_____ All visitors . . .
_____ Applications accepted
_____ Authorized personnel only

_____ appearance
_____ application
_____ deductions
_____ employee
_____ employer
_____ equal opportunity employer
_____ federal income tax
_____ FICA tax
_____ fringe benefits
_____ gross income or pay
_____ state income tax
_____ unemployment compensation
_____ union dues

_____ interview
_____ net income or pay
_____ overtime pay
_____ pay period
_____ personal data
_____ personnel manager
_____ references
_____ reliable
_____ salary
_____ seniority benefits
_____ trainee or apprentice
_____ union

+ word read correctly

- word read incorrectly

Form B is to be used with this sheet and follows.

Long Term Goal:

______________________ will improve academic performance.

Shortterms:

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
a. Given a list of functional words (see attached), ______________________ will be able to orally read 85% of the words as measured by teacher recording of words read.						
b. Given a list of functional words (see attached), ______________________ will be able to orally read 100% of the words as measured by teacher recording of words read.						
c. ______________________ will be able to write a personal letter with fewer than three errors.						
d. ______________________ will be able to write a business letter with fewer than three errors.						
e. ______________________ will be able to read 12 out of 16 medicine labels orally and explain their meaning to teacher satisfaction.						
f. ______________________ will be able to read 12 out of 16 warning labels orally and explain their meaning to teacher satisfaction.						
g. ______________________ will look over his/her work to check for errors before he hands it in 75% of the time as measured by a decrease in "careless" errors.						
h. ______________________ will do a seatwork assignment correctly _____% of the time as measured by teacher observation.						
i. ______________________ will work cooperatively on a task with a peer _____% of the time as measured by teacher observation.						

Form B, p. 1

_____ ambulance
_____ caution
_____ danger
_____ exit
_____ explosives
_____ flammable
_____ fragile
_____ go
_____ poison
_____ police
_____ private
_____ prohibited
_____ wait
_____ walk
_____ warning
_____ don't walk
_____ emergency exit
_____ employees only
_____ fire alarm
_____ fire extinguisher

_____ hands off
_____ high voltage
_____ keep off
_____ keep out
_____ no admittance
_____ no smoking
_____ no trespassing
_____ quiet zone
_____ restricted area
_____ wet paint
_____ beware of dog
_____ do not disturb
_____ do not enter
_____ do not handle
_____ emergency fire escape
_____ handle with care
_____ please use handrail
_____ private - keep out
_____ wait on curb
_____ watch your step

+ word read correctly

- word read incorrectly

_____ cashier
_____ closed
_____ directions
_____ directory
_____ down
_____ elevator
_____ enter
_____ entrance
_____ escalator
_____ fragile
_____ gentlemen
_____ hospital
_____ in
_____ information
_____ ladies
_____ left
_____ men
_____ office
_____ open
_____ out
_____ paying
_____ pull
_____ push
_____ receiving
_____ reserved
_____ right
_____ stairway
_____ taxi
_____ toilet
_____ trash
_____ up

_____ women
_____ bus stop
_____ deposit coin
_____ for rent
_____ for sale
_____ no vacancy
_____ public telephone
_____ self-service
_____ temporarily closed
_____ ticket office
_____ U. S. mail
_____ waiting room
_____ walk in
_____ handle with care
_____ keep to right
_____ lost and found
_____ open - come in
_____ ring for service
_____ this side up
_____ this way out
_____ please pay when served
_____ help keep our park clean
_____ not for deposit of mail
_____ please wait to be seated
_____ will return at 1:00 p.m.
_____ no person under 18 years of age allowed
_____ admission
adults $2.00
children(5-14) . 1.00
children under 5 .free

+ word read correctly

- word read incorrectly

Form B, p. 3

_____ This prescription cannot be refilled
_____ Warning: If pain and cough persist more than 3 days . . .
_____ Take medication on an empty stomach . . .
_____ Warning: Do not exceed recommended dosage.
_____ Contains 15% alcohol
_____ This prescription may be refilled
_____ Take one tablet every 4 hours for pain.
_____ Do not drink or eat dairy products while . . .
_____ One capsule after each meal and one at bedtime . . .
_____ Do not take with milk, juice, or . . . . .
_____ Do not drink alcoholic beverages . . .
_____ Take medication at times circled below . . .
_____ This Rx may be refilled.
_____ Adults: 2 teaspoonsful . . .
_____ May cause drowsiness . . .
_____ - Open - Close Tightly Push down while turning

_____ Keep out of reach of children
_____ Danger: Extremely flammable . . .
_____ Do not use after . . .
_____ Shake well
_____ Warning: Harmful to the skin and eyes
_____ Not to be taken by mouth
_____ Caution: Avoid contamination of food
_____ May cause drowsiness
_____ Keep in refrigerator . .
_____ Caution: Avoid prolonged breathing of fumes . . .
_____ Discard unused portion . . .
_____ Caution: If swallowed, call MD or poison control . . .
_____ For external use only
_____ Caution: Federal law prohibits. . .
_____ Read entire label. . .
_____ Warning: To prevent loss of potency . . .

+ word read correctly
- word read incorrectly

Long Term Goal:

______________________ will improve academic performance.

Shortterms:

j. ______________ will approach the teacher and ask appropriately for help in ___ out of ___ situations as measured by teacher charting of behavior.

k. ______________ will turn in neat papers ____% of the time as measured by teacher observation.

l. ______________ will accept correction of his/her work ____% of the time as measured by teacher observation.

m. ______________ will go back over work to check for errors ____% of the time as measured by teacher observation.

n. ______________ will correct incorrect work handed back by the teacher ____% of the time as measured by teacher observation.

o. ______________ will attempt to solve a problem with school work before asking for help ____% of the time as measured by teacher observation.

p. ______________ will use time productively while waiting for teacher assistance ____% of the time as measured by teacher observation.

q. ______________ will follow teacher verbal directions ____% of the time as measured by teacher observation.

r. ______________ will acknowledge not knowing the answer to a question ____% of the time as measured by teacher observation.

s. ______________ will ask a question appropriate to the information needed ____% of the time as measured by teacher observation.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

______________________________ will improve academic performance.

Shortterms:

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
t. When given assignments, ____________________ will complete _____% of them in a _____________ period.						
u. When given an assignment, ____________________ will be able to read the directions silently and follow them accurately as measured by a _____% decrease in student questions to the teacher relating to the assignment.						
v. While a lesson is being given, ________________ will look at the teacher _____% of the time.						
w. ___________________ will remain on task for _______ minutes as observed by the teacher.						
x. ___________________ will complete _____% of assigned homework as measured by teacher recording of assignments completed.						

Long Term Goal:

______________________ will be able to greet others in an appropriate manner.

Shortterms:

a. ____________________, when required, will introduce himself to another by saying, "Hello, my name is ____________________________," or the equivalent 95% of the time as measured by teacher observation.

b. ____________________ will look others in the eye when greeting them _____% of the time as measured by teacher observation.

c. ____________________ will state his/her name when asked ____% of the time as measured by teacher observation.

d. ____________________ will smile when encountering a friend or acquaintance ____% of the time as measured by teacher observation.

e. ____________________ will greet adults and peers by name _____% of the time as measured by teacher observation.

f. ____________________ will respond to an introduction by shaking hands _____% of the time as measured by teacher observation.

g. ____________________ will introduce two people to each other in ____ out of ____ situations as requested by the teacher.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

________________________ will be able to appropriately care for the school environment.

Shortterms:

a. _____________________ will identify what needs to be thrown away, carry it over, and throw it into the appropriate waste receptacle 80% of the time as measured by teacher observation.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

____________________ will be able to deal appropriately with emergency situations.

Shortterms:

a. When presented with emergency situations, real or simulated, ________________ will be able to say which should be reported to the teacher.

b. ________________ will help the teacher when asked in ____ out of ____ situations.

c. ________________ will help a peer when asked ____% of the time as measured by teacher observation.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: __________________________ will display appropriate lunchroom behavior.						
Shortterms: a. When given food which cannot be eaten reasonably neatly with the hands, __________________________ will use the utensils provided in a proper way.						

Long Term Goal:

______________________________ will be able to express his/her own feelings and emotions.

Shortterms:

a. ________________________, when asked how he/she feels, will be able to give an adequate verbal description of his feelings or moods.

b. ________________________ will exhibit a good sense of humor by responding appropriately to jokes or humorous situations 80% of the time as measured by teacher observation.

c. _______________________ will handle unpleasant feelings appropriately by asking for a meeting 80% of the time with the social worker, teacher, or principal rather than engaging in inappropriate behavior.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: ________________________ will participate appropriately in classroom discussion.						
Shortterms:						
a. ____________________ will express his/her opinion during a classroom discussion even when contrary to opinions of others 80% of the time as measured by teacher observation.						
b. ____________________ will use a tone of voice in classroom discussion appropriate to the situation ____% of the time as measured by teacher observation.						
c. ____________________ will make relevant remarks in a classroom discussion as measured by a reduction of irrelevant remarks to ____%.						
d. When appropriate, ______________ will express opinions in classroom discussion even when contrary to opinions of others.						
e. ____________________ will provide reasons for opinions expressed in group discussion in ____ out of ____ situations as measured by teacher observation.						
f. ____________________ will volunteer an answer to a teacher's question in ____ out of _____ situations as recorded by teacher charting of behavior.						
g. When given the opportunity, ____________________ will voluntarily participate in class discussion _____% of the time.						

Long Term Goal:

____________________________ will be able to find acceptable ways of using free time when work is completed.

Shortterms:

a. During a period of time when nothing is scheduled for him/her, __________________ will find ways of using the free time which the teacher defines as acceptable or constructive 80% of the time as measured by teacher observation.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

______________________________ will engage him/herself constructively in a social work or counseling situation.

Shortterms:

a. ____________________ will display a trust in adults by confiding a personal problem or concern on at least a weekly basis as measured by therapist anecdotal records.

b. ____________________ will identify and describe the moods of others ____% of the time as requested by the teacher.

c. ____________________ will participate in a role playing activity ____ out of ____ times.

d. After being given material about self-concept and after working with the school counselor and/or social worker for one semester, ____________________ will demonstrate a more positive self-image by being able to express his/her positive attributes.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal:						
____________________ will participate appropriately in group situations.						
Shortterms:						
a. ____________________ will carry out plans or decisions formulated by the group ____% of the time as measured by teacher observation.						
b. ____________________ will accept ideas presented in a group situation which are different from his or her own ideas ____% of the time as measured by teacher observation.						
c. ____________________ will make relevant remarks in a conversation with peers ____% of the time as measured by teacher observation.						
d. ____________________ will make relevant remarks in a conversation with adults ____% of the time as measured by teacher observation.						
e. ____________________ will ignore interruptions of others in a conversation ____% of the time as measured by teacher observation.						
f. ____________________ will initiate conversations with peers in an informal situation ____% of the time as measured by teacher charting of behavior.						
g. ____________________ will initiate conversations with adults in an informal situation ____% of the time as measured by teacher observation.						
h. ____________________ will accept defeat and congratulate the winner in a competitive game ____% of the time as measured by teacher observation.						
i. ____________________ will share toys and equipment in a play situation ___ out of ___ times.						
j. ____________________ will suggest an activity for the group during free time in ____ out of ____ situations.						

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: ______________________________ will participate appropriately in group situations.						
Shortterms:						
k. ____________________ will initiate and carry out a group activity ____% of the time as measured by teacher observation.						
l. During a conversation, __________________ will look at the person speaking and correctly repeat (when asked) what the other person has said in ____ out of ____ situations as recorded by teacher observation.						
m. When assistance is requested by either a peer or an adult, ________________ will provide assistance 75% of the time as measured by teacher charting of behavior.						
n. __________________ will cooperate with others in group situations 80% of the time as measured by teacher charting of group dynamics and behavior.						
o. __________________ will participate in group situations without frustration 80% of the time as measured by fewer than three incidents per week of frustration as recorded by group leader.						
p. Upon request, _____________________ will state 5 values of his/her school experiences as these experiences relate to larger social experiences and realities.						

Long Term Goal:

_________________________ will demonstrate basic family/home life social competencies.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Shortterms:

m. ____________________ will discuss the importance of structure, limits, regularity and systematic procedure in home life.

n. ____________________ will be pleasant and courteous toward family members.

o. ____________________ will discuss his position in and contribution to the family.

p. ____________________ will discuss the importance of discipline of children.

q. ____________________ will participate in organized recreational activities.

r. ____________________ will share home responsibilities appropriate to age.

s. ____________________ will locate his home with respect to his community.

t. ____________________ will discuss roles of community helpers (police, doctor, etc.).

u. ____________________ will behave appropriately in social situations:
- in a restaurant
- in the library
- on public transportation
- at the theatre, etc.

v. ____________________ will request help when lost.

w. ____________________ will know locations of important places:
- homes of friends
- principal stores
- school
- father's work, etc.

x. ____________________ will locate homes of friends.

y. ____________________ will locate significant places in the community.

Long Term Goal:

_______________ will demonstrate basic family/home life social competencies.

Shortterms:

z. _______________ will discuss way to obtain help from: police
fire department
teachers
health services

a1. _______________ will choose companions wisely.

b2. _______________ will select suitable entertainment outside the home.

c3. _______________ will entertain self.

d4. _______________ will participate in community sports and activities ("Y", Scouts)

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

_________________________ will diminish the incidence of inappropriate classroom behavior.

Shortterms:

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

Long Term Goal:

____________________________ will develop appropriate interaction among peers.

Shortterms:

a. While playing an organized game, _______________________ will follow the rules of the game in ____ out of ____ situations as observed by the teacher.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: ____________________ will extinguish aggressive behaviors. **Shortterms:**						

Long Term Goal:

____ will decrease nervous physical activity.

Shortterms:

a. When in class, ____________________ will sit quietly, without engaging in nervous physical activity for a ________ minute period ______% of the time.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal:						
______________________ will follow directions.						
Shortterms:						
a. ______________ will watch an audiovisual presentation quietly ____% of the time as measured by teacher observation.						
b. ______________ will listen to a speaker in the class ____% of the time as measured by teacher observation.						
c. ______________ will listen to assignment directions ____% of the time as measured by a reduction in requests for teacher repetition of directions.						
d. ______________ will listen to answers to questions ____% of the time as measured by a reduction in requests for repetition(s) of the answer(s).						
e. ______________ will look at the chalkboard for assignment directions ____% of the time as measured by a reduction in teacher cues.						
f. ______________ will follow simple directions after hearing them ____times, ____% of the time as measured by teacher observation.						
g. ______________ will follow written directions ____% of the time as measured by teacher observation.						
h. When given oral directions by the teacher in a ____ minute class period, ________________ will follow them with ____% accuracy.						

Long Term Goal:

_______________________ will accept the consequences of his/her behavior.

Shortterms:

a. ___________________ will report to the teacher after spilling or breaking something ____% of the time as measured by teacher observation.

b. ___________________ will apologize when actions have injured or infringed upon another ____% of the time as measured by teacher observation.

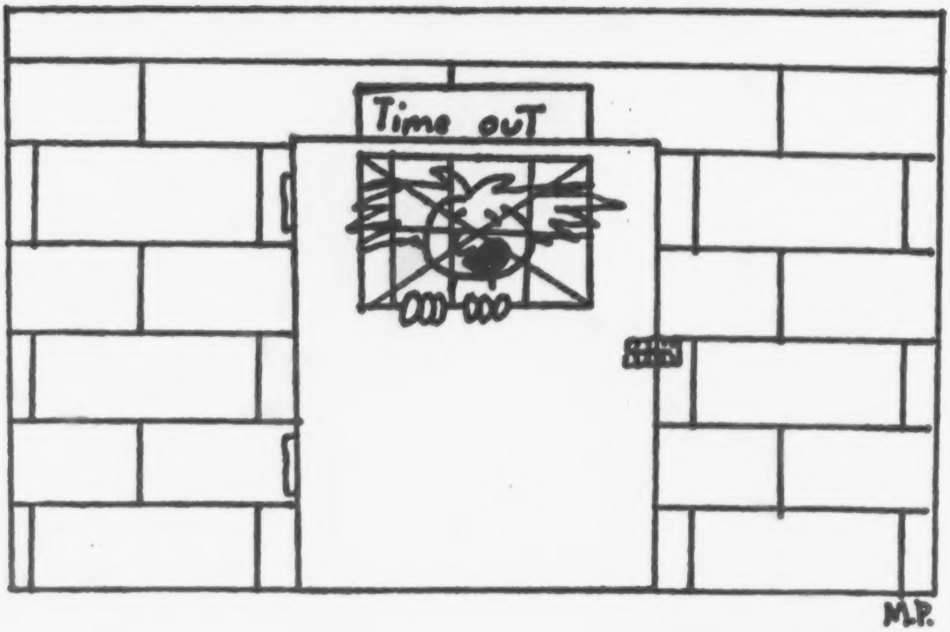
c. ___________________ will accept the consequences of wrong-doing ____% of the time as measured by teacher charting of behavior.

d. ___________________ will distinguish truth from untruth or fantasy in his/her own statements upon teacher request ____% of the time.

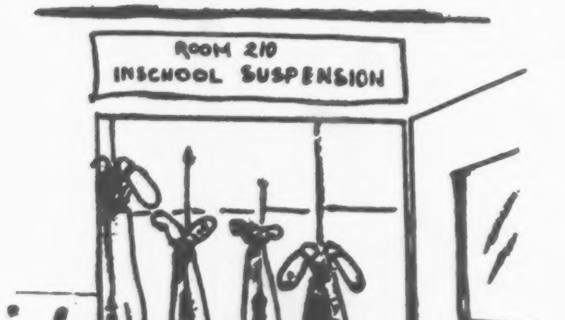
e. ___________________ will answer truthfully when asked about wrong-doing ____% of the time as measured by teacher observation.

f. ___________________ will identify the consequences of behavior involving wrong-doing ____% of the time as measured by teacher observation.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date



Student Discipline


ROOM 210
INSCHOOL SUSPENSION

Suspension/Expulsion

Suspension or expulsion of students are disciplinary techniques utilized by schools to deal with inappropriate student behavior. Rules governing these procedures are specified in The School Code of Illinois, Ch. 122, 10-22.6. Suspension and expulsion policies for regular education students are promulgated by the local school board. Readers wishing more information on these policies are advised to examine their policy manual or consult with the district superintendent.

The Rules and Regulations to Govern the Administration and Operation of Special Education, Article 2.04, specifies the conditions and responsibilities of a school district in suspending a special education student. Analysis of the procedures delineated for suspension/expulsion of exceptional students reveals various salient points. Exceptional children between the ages of 3 and 21 may not be permanently excluded from school. Schools are specifically prohibited from exclusion because of: 1) direct action of the board of education; 2) inability of the district to provide an educational program; or 3) informal agreement between parents and school district which allows the child to remain without an educational program.[1] The courts have consistently interpreted the above to mean that school districts cannot expel a student if the misbehavior can be traced to the student's handicapping category. An exceptional student's "label" does not enable a district to suspend without impunity. Rulings have stated that obviously this aspect of a student's disability was not included in the initial evaluation; therefore, the school district needs to re-evaluate the student in light of current behavior and include it as a secondary characteristic.

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[1] Rules and Regulations to Govern the Administration and Operation of Special Education, 2.04,1.

Students eligible for special education services may not be suspended for behavior which typifies or results from their handicap. There is an interpretation of both *The School Code of Illinois* and the *Rules and Regulations* for special education which states that suspension may be used, not to exceed an aggregate of 10 days. At the end of the ten days, a staffing must be held to determine the appropriateness of the present educational placement. Some interpretation also holds that special education services must be provided during the time a special education student is excluded from school.

YOUR RIGHTS IN BRIEF*

As the parents of a child who is receiving special education benefits, you have certain rights which are safeguarded by state and federal statute. The rights to which you are entitled are listed below in abbreviated form under eight headings.

RECORDS:

1) Right to inspect and review records;
2) Right to obtain copies of records at cost;
3) Right to be informed of all types and locations of records being collected, maintained or used by the agency;
4) Right to ask for an explanation of any item in the records;
5) Right to ask for an amendment of any record on the grounds it is found inaccurate, misleading or violates privacy rights;
6) Right to a hearing if the agency refuses to make the requested amendment.

INDEPENDENT EVALUATION:

1) Right to an independent educational evaluation;
2) Right to have the independent evaluation considered when placement and program decisions are made;
3) Right to be told where an independent evaluation may be obtained at no expense or low expense;
4) Right to have the agency pay for the independent evaluation if the agency's evaluation is not appropriate;
5) Right to be told the procedures for obtaining an independent evaluation at public expense and the conditions under which such an evaluation may be obtained.

NOTICE:

1) Right to notice before the agency initiates or changes (or refuses to initiate or change) the identification, evaluation or placement of your child;
2) Right to have that notice in writing, in your native language, or other principal mode of communication, at a level understandable to the general public
3) Right to have the notice describe the proposed action, explain why it is proposed, describe the options considered and explain why those other options were rejected;
4) Right to be notified of each evaluation procedure, test, record or report the agency will use as a basis for any proposed action.

CONSENT:

1) Right to give consent before an evaluation is conducted and before initial placement is made in special education;
2) Right to revoke consent at any time;
3) Right of the agency to proceed in the absence of consent to a hearing to determine if your child should be initially placed.

HEARING:

1) Right to request an impartial due process hearing to question the agency's identification, evaluation, or placement of your child or to question the agency's provision of a free appropriate public education;
2) Right to be told of any free or low-cost legal and other relevant services available (e.g., expert on handicapping conditions that may be a witness at the hearing);
3) Right to have the hearing chaired by a person not employed by a public agency involved in the education of your child or otherwise having any personal or professional interest in the hearing;
4) Right to see a statement of the qualifications of the hearing officer;
5) Right to be advised and accompanied at the hearing by counsel and to be accompanied by individuals with special knowledge or training in problems of the handicapped;
6) Right to have your child present;
7) Right to have the hearing open to the public;
8) Right to present evidence and confront, cross-examine and compel the attendance of witnesses;
9) Right to prohibit the introduction of any evidence at the hearing that has not been disclosed at least five days before the hearing;
10) Right to have a record of the hearing;
11) Right to obtain written findings of fact and a written decision within 45 days after the initial request for the hearing;
12) Right to appeal to the Illinois State Board of Education and receive a decision within 30 days of the filing of an appeal;
13) Right to have a hearing and an appeal set at a time reasonably convenient to the parent;
14) Right to appeal a decision from the Illinois State Board of Education in court;
15) Right to have your child remain in his or her present educational placement during the pendency of the administrative proceeding, unless parent and agency agree otherwise.

EVALUATION PROCEDURES:

1) Right to have a full and individual evaluation of your child's educational needs;
2) Right to have more than one criterion used in determining an appropriate educational program for your child ;

3) Right to have the evaluation performed by a multidisciplinary team;
4) Right to have your child assessed in all areas related to the suspected disability;
5) Right to have a re-evaluation every three years or more frequently if conditions warrant or if you or your child's teacher request it.

LEAST RESTRICTIVE ENVIRONMENT:

1) Right to have your child educated with non-handicapped children to the maximum extent possible;
2) Right to have your child removed from the regular educational environment only after supplementary aids and services were tried and found unsatisfactory;
3) Right to have a continum of alternative placements so that removal from the regular educational environment can be the least necessary deviation;
4) Right to have supplementary services, such as resource room or itinerant instruction, to make it possible for your child to remain in a regular class placement;
5) Right to have a placement in the school your child would attend if non-handicapped unless the individual education plan requires some other arrangement;
6) Right of your child to participate with non-handicapped children in non-academic and extra-curricular services and activities, such as meals, recess, counseling, clubs, athletics, and special interest groups.

CONFIDENTIALITY OF INFORMATION:

1) Right to restrict access to your child's records by withholding consent to disclose records;
2) Right to be informed before information in your child's file is to be destroyed;
3) Right to be told to whom information has been disclosed.

These rights may be found in the Federal Register. The format in which they appear in this notice is based on Educational Rights of Handicapped Children (pp.29-30), Reed Martin, Author, Research Press Company, 1977.

Pre-Vocational Goals

The area of pre-vocational skills encompasses basic literacy skills in reading, writing, math, consumer economics, and career awareness. Included in this section are suggested materials to be used, possible topics and classroom activities, and specific longterm goals and shortterm objectives.

MATERIALS	COMPANY	LEVEL USED
1.a. English for Everyday Living	1.a. Ideal	1.a. High School
b. Real Life Reading Skills	b. Scholastic	b. High School
c. Basic Skills for Everyone	c. CEBCO	c. High School
d. My Job Application File	d. Janus	d. High School
e. Getting a Job	e. Fearon	e. High School
f. Application Forms	f. Frank Richards	f. High School
g. Applications and Forms	g. Interpretive Ed.	g. High School
h. Working with Others	h. Steck Vaughn	h. High School
i. Finding Work	i. Follett	i. High School
j. Ace 501	j. Scott Foresman	j. High School
2.a. Everyday Reading & Writing	2.a. Ideal	2.a. High School
b. How to Get a Job	b. Visual Materials	b. High School
c. Jobs in Your Future	c. Follett	c. High School
3.a. Everyday Reading & Writing	3.a. Ideal	3.a. High School
b. How to Get a Job	b. Visual Materials	b. High School
c. Jobs in Your Future	c. Follett	c. High School
4.a. Everyday Reading & Writing	4.a. Ideal	4.a. High School
b. How to Get a Job	b. Visual Materials	b. High School
c. Jobs in Your Future	c. Follett	c. High School
5.a. Understanding Yourself	5.a. Steck Vaughn	5.a. High School
b. Becoming a More Effective Persons	b. Steck Vaughn	b. High School
6.a. Turner Livingston Job Series 1) Wanting a Job 2) Training for a Job 3) Starting a Job 4) Looking for a Job 5) Holding a Job 6) Changing a Job	6.a. Follett	6.a. High School
7.a. How to Hold Your Job	7.a. Steck Vaughn	7.a. High School
b. Teenagers Prepare for Work	b. Carson	b. High School
8.a. Becoming a More Effective Person	8.a. Steck Vaughn	8.a. High School
b. Working with Others	b. Steck Vaughn	b. High School
9.a. Becoming a More Effective Person	9.a. Steck Vaughn	9.a. High School
b. Working with Others	b. Steck Vaughn	b. High School

MATERIALS	COMPANY	LEVEL USED
10.a. Budgeting	10.a. Follett	10.a. High School
b. Everyday Business	b. Lawson Co.	b. High School
c. The Bank Book	c. Frank Richards	c. High School
d. Banking, Budgeting Employment	d. Frank Richards	d. High School
e. Getting Ready for Pay Day	e. Frank Richards	e. High School
f. All About Jobs	f. Mafex	f. High School
11.a. Basic Competency Bks. 6,7,8	11.a. Milliken	11.a. High School
12.a. Be Informed	12.a. New Readers Press	12.a. High School
b. Skills for Everyday Living	b. Motivation Development	b. High School
c. Meeting Basic Comp. in Reading	c. Frank Richards	c. High School
d. In Your Community	d. Fearon	d. High School

Possible Topics for Career Awareness

Goals/Shortterm Objectives and Activities

1. Types of Jobs
   a) Layman's
   b) Professional

2. How to Get a Job
   a) Proper Dress
   b) Proper Behavior
   c) Experience
   d) Importance of a High School Diploma
   e) Filling out an Application
   f) The Interview
   g) Accepting a Position

3. Work Responsibilities
   a) Doing What the Job Requires
   b) Being on Time
   c) Attendance

4. Banking
   a) Savings
   b) Checking
   c) Loans
   d) Paychecks

5. Budgeting and Finances
   a) Saving Money
   b) Living on Your Own
   c) Paying Bills on Time
   d) Debts
   e) Buying on Credit
   f) Being a Wise Shopper

Industrial Arts & Activities

1. Tools
   a) Names
   b) How they are Used

2. Wood Work
   a) Hand Saw
   b) Scroll Saw
   c) Sanding
   d) Patching
   e) Painting

3. Crafts
   a) Plaster Molds
   b) Chalking & Painting Plaster Molds
   c) Model Building & Painting

4. Sports
   a) Soft Ball
   b) Flag Football
   c) Track

Possible Topics for Independent Living
Goals/Shortterm Objectives and Activities

1. Four Food Groups
    - a) Meat & Poultry
    - b) Breads & Cereals
    - c) Fruits & Vegetables
    - d) Dairy Products

2. Coupons & Wise Shopping
    - a) Newspaper Ads
    - b) Bargains vs. Value
    - c) Price vs. Weight
    - d) Store Coupons

3. Setting a Table
    - a) Informal
    - b) Formal

4. Decorating
    - a) Interior
    - b) Exterior
    - c) Cooking

5. General House Care
    - a) Washing Dishes
    - b) Ironing
    - c) Dusting
    - d) Mopping
    - e) Making Beds

6. Entertaining
    - a) Attending
    - b) Hostessing
    - c) Planning

7. Cooking
    - a) Terms
    - b) Safety
    - c) Quick Meals
    - d) Prepared Meals
    - e) Informal Meals
    - f) Formal Meals
    - g) Cooking for 1, 2 or a Crowd

8. Leisure Time
    - a) Sewing
    - b) Arts & Crafts

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: ____________________ will learn to complete job applications. Shortterms: a. ________________ will fill out a variety of job application forms with _______% accuracy.						

Long Term Goal:

_______________ will develop skills necessary for the acquisition of a job.

Shortterms:

a. _______________ will be able to identify types of occupations which coincide with his skills with _____% accuracy.

b. _______________ will be able to identify types of occupations which are commensurate with his/her likes and dislikes with _____% accuracy.

c. _______________ will be able to utilize newspaper want ads to locate job openings with _____% accuracy.

d. _______________ will be able to complete job application forms with _____% accuracy.

e. _______________ will be able to make appropriate arrangements by phone for an interview with _____% accuracy.

f. _______________ will be able to conduct him/herself appropriately in interview with _____% accuracy.

g. _______________ will be able to exhibit personal hygiene and dress standards appropriate for various jobs with _____% accuracy.

h. _______________ will be able to maintain habits of punctuality and preparedness with _____% accuracy.

i. _______________ will be able to utilize appropriate communication skills when dealing with others with _____% accuracy.

Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date

	Not Applicable	Review Date	Review Date	Review Date	Review Date	Mastery Date
Long Term Goal: Form A is to be used with this sheet and follows. ____________________ will increase pre-vocational/career education skills.						
Shortterms:						
a. ____________________ will correctly orally read 18 out of 20 employment signs. (see attached - Form A)						
b. ____________________ will correctly match 20 out of 25 employment vocabulary words to the corresponding definition (see Form A).						
c. ____________________ will correctly identify 45 out of 55 employment abbreviations to teacher satisfaction.						
d. ____________________ will be able to discuss different skills and knowledge required to perform the variety of jobs in the working world.						
e. ____________________ will be able to discuss government agencies which can help individuals with training for and obtaining jobs.						
f. ____________________ will be able to discuss relationship between working hours and wages.						

Form A, p. 1

_____ Agcy.
_____ am
_____ appt.
_____ bd.
_____ ben.
_____ betw.
_____ Co.
_____ Col. grad.
_____ Corp.
_____ deliv.
_____ Dept.
_____ EOE
_____ eve
_____ exp.
_____ exper.
_____ Excell.
_____ F/T
_____ furn.
_____ Gen.
_____ hr.
_____ hi-schl. grad.
_____ HSG
_____ immed.
_____ ins.
_____ lic.
_____ M/F
_____ min.
_____ mgmt.

_____ mgr.
_____ mo.
_____ Nat'l
_____ nec.
_____ ofc.
_____ oppty.
_____ pd.
_____ perm.
_____ ph.
_____ pm
_____ pos.
_____ pref.
_____ pref'd
_____ P/T
_____ Refs.
_____ Refs. req'd
_____ rm.
_____ sal.
_____ temp.
_____ trnee.
_____ transp.
_____ w/
_____ wk.
_____ wkly.
_____ wknds.
_____ yr.
_____ yrs.

+ word read correctly

- word read incorrectly

Form A, p. 2

____ Applications

____ Receptionist

____ Help wanted

____ Apply here

____ Employees only

____ Job information

____ Employment office

____ Employment agency

____ Personnel office

____ Personnel manager

____ No help wanted

____ Apply at office

____ Director of personnel

____ Equal opportunity employer

____ Part time help wanted

____ Apply at personnel office

____ No unauthorized persons . .

____ All visitors . . .

____ Applications accepted

____ Authorized personnel only

____ appearance

____ application

____ deductions

____ employee

____ employer

____ equal opportunity employer

____ federal income tax

____ FICA tax

____ fringe benefits

____ gross income or pay

____ state income tax

____ unemployment compensation

____ union dues

____ interview

____ net income or pay

____ overtime pay

____ pay period

____ personal data

____ personnel manager

____ references

____ reliable

____ salary

____ seniority benefits

____ trainee or apprentice

____ union

+ word read correctly

- word read incorrectly

Table 6

Hit Ratios from a Discriminant Analysis: Predicting Creativity from the CPI Scales

Group	DT Tests[a]	BIC_{AW}[b]	BIC_{MS}[c]
Math-Science (n=26)			
Boys	81%**	96%**	83%**
Fathers	100%***	71%	65%
Mothers	65%**	89%**	92%**
High IQ (n=28)			
Boys	77%	92%***	89%**
Fathers	92%***	88%*	65%
Mothers	96%**	92%**	92%**

[a] Divergent Thinking Tests (Wallach & Kogan, 1965)

[b] Biographical Inventory of Creativity Art-Writing Scale

[c] Biographical Inventory of Creativity Math-Science Scale

*p < .05

**p < .01

***p < .001